



# TRAINING IN CITIZENSHIP

BY

ROY WINTHROP HATCH

Head of the Department of Social Studies  
State Teachers College, Montclair, New Jersey  
and

Lecturer in Civic Education  
Teachers College, Columbia University

WITH A FOREWORD BY

WILLIAM H. KILPATRICK

Professor of Education  
Teachers College, Columbia University

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TO  
MY SISTER  
GRACE PHILLIPS HATCH  
WHOSE  
QUICK UNDERSTANDING AND READY SYMPATHY  
HAVE BEEN  
A LIFE-LONG HELP AND INSPIRATION

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## CITIZENSHIP BY PRACTISING CITIZENSHIP

The keynote of this book is that pupils learn their citizenship by living their citizenship. How does such learning come about? How can so difficult a matter as citizenship be learned just by living? Citizenship, as we know only too painfully, is a complex and difficult matter, too difficult apparently for most grown-ups. It must include, at least, knowledge, insight, sensitivity, ideals, attitudes, and habits. How can pupils learn all these complicated things just by living? Is not the idea preposterous?

How does learning take place? Any learning? First, we learn only what we practise. We cannot learn what we do not practise. We learn to talk by talking. We learn to skate by skating. We learn to be courteous by being courteous. We do not learn to be courteous unless we practise being courteous. We do not learn citizenship unless we practise citizenship.

Second, we learn not all the ways we practise, but the ways we succeed. A small boy tries his first skating. In the beginning he falls more often than he goes. In the end he goes without falling. How did he learn? How could he learn, seeing that at first he practised wrong more often than he practised right? Ask him how he manages now to skate. He cannot tell you, and his difficulty is not simply a lack of words. He doesn't

know what he does differently. He knows little if any beyond the fact that once he couldn't and now he can. He practised, sometimes right, sometimes wrong. He knew when he succeeded. Everybody around him knew. In the end he learned to do the ways that brought success. He learned not to do the ways that brought failure. In this way the learning came of itself; came on the inside of the boy. He knew not where or how.

How then does such learning come? Three things must go along together. First is the attitude to succeed, such that the success brings satisfaction and failure brings regret and annoyance. Second is actual practice, perhaps at times wrong, but at other times right. Third, the learner must know whether he is succeeding or failing. When these things go together, progress toward the right will take place. Knowing whether he succeeds or fails and having the right attitude, the learner will be glad when he succeeds and sorry when he fails. He may thus learn from both, success and failure. Learn he will. It will come of itself when these conditions are met.

One further thing about learning. Association will join old responses to new stimuli. The psychologist Pawlaw let a dog smell some savory meat and at the same time rang a bell sharply. The savory meat naturally made the dog's mouth water. The next day Pawlaw did the same thing, bell and all, with the same mouth-water results. The next day again the same, and again and again, until the bell alone would make the dog's mouth water. Association had done its work. Nerve paths had been so joined that the sound of the bell would cause the flow of saliva. The same kind of thing is true for us, particularly true of likes and dislikes. A middle-aged man confessed to the writer that he now

feels a repugnance to a certain color whenever seen on a book, because in his youth he studied—unpleasantly—a book so colored.

Every one carries with him likes and dislikes got in this way. Everything we engage in leaves us a new crop of likes and dislikes. Old dislikes frequently recurring may get so strongly entrenched as to poison life ever after. Fortunately, good and healthy attitudes may similarly be built. Every pupil activity thus brings with it not only the learning which the teacher may have uppermost in mind, as the arithmetic or the geography, but also many attendant attitudes. These concomitant learnings gradually accumulated make up one's dominant attitudes, out of them come our decisions. Out of the heart are the issues of life.

We now see why Mr. Hatch in his citizenship teaching stresses pupil enterprise and pupil responsibility. Only in this way can he hope that his pupils will meet the conditions for fruitful, healthy learning. We see, too, that it is not *just* living that teaches citizenship. It is a particular kind of living. A wholesome pupil enterprise, felt by the pupils to be theirs, prosecuted by them with a full sense of responsibility for its success—such a pupil enterprise so conducted with wise guidance promises the conditions seen above to be necessary for the kind of learning we wish.

If the pupils accept the enterprise as theirs, they will have the attitude to succeed. They will, in the degree they thus accept it, keep trying till they do succeed. If the teacher is wise the enterprise will be one in which they can, with proper effort, succeed. They thus can get the practice with success and satisfaction which means progress in learning. If they fail, they will regret

it and so learn from failure not to do it this wrong way again.

Moreover, success in connection with a wholesome enterprise promises best for the concomitant learnings. Favorable attitudes are thus more likely to be built toward the activity which brought success, toward the successful plan of attack, toward the teacher who helped, toward the school in which such things go on, toward the self-respect of the pupils as capable along this line, toward the courteous ways of treating each other which facilitated the success.

It is in this way that we hope for education in citizenship. If our pupils will themselves, under proper guidance, assume active responsibility for school citizenship enterprises of varied kinds, we can reasonably hope for the increase in knowledge, insight, sensitivity, ideals, attitudes, and habits necessary to make up education in and for citizenship. Being learned thus in actual living connections, they will, we can hope, more likely be applied when they may later be called for in life. In this way may we expect our pupils to learn citizenship by living citizenship.

To show in greater detail what is here implied, let us study as one instance of such pupil enterprises the account given elsewhere in this book (p. 216) of the study of the Irish question. What should Great Britain do with or for Ireland?

What in general was the advantage of having the pupils feel the purpose to answer this problem? What difference did the purposing make? The answer seems threefold. In the degree that the pupils did feel this purpose, in like degree were three desirable results more likely. First, they would work harder and were, there-

fore, the more likely to succeed in the efforts to answer the questions. Second, having a definite aim, they would have something by which to guide their search and try their findings. This should mean better organization for attack and better organization of results. In particular the pupils were more likely to think abundantly by way of connecting one element in the problem with its possible related elements. This did mean a very valuable mapping of a field of inquiry. Third, the interest felt in the endeavor made for the better learning of what was done. Methods of attack, sources of information, connections in thought, meanings seen, and conclusions reached, would be the better fixed for use in the student's mind and character. These having been learned in practical attack would probably be retained in readiness for practical application, and not kept as mere store-house lumber, useful only for examination purposes. To these three may be added a fourth, which is developed below, that besides the subject-matter which was learned pertaining to this particular topic, there were developed certain important allied attitudes and tendencies.

What now of the specific outcomes? I cannot pretend to exhaust the list, but the following seem fairly indicated as the probable results from this really praiseworthy attempt to solve the problem:

1. The pupils learned better how to attack such a problem; how to analyze it; how to find and use sources; how to organize material so found to the solution of the problem at hand.

2. The pupils learned better how to think in such a field; how to judge their thinking; how to weigh evidence; and the like.

3. They learned a considerable amount of the history, politics, and geography of England and Ireland, so much as concerns an intelligent treatment of the problem under consideration.

4. The pupils grew in such desirable traits as open-mindedness, tolerance of others' views, belief that opinions should be based on study and regulated by the results of study.

5. They made progress in gaining certain useful social *concepts*, as absentee landlordism, in such social *ideals* as the orderly processes of settling national disputes, in such social *attitudes* as an appreciation of the worth of institutions.

6. They built more definitely certain positive intellectual interests in history and politics, an interest in the Irish question,<sup>1</sup> in English and Irish history, in European history, in history in general.

7. They built such valuable personal attitudes as a reasoned self-confidence in working at such matters.

8. They improved in such social virtues as courtesy and co-operation with others, and in the settled attitude that "light, not heat," should prevail in discussions.

9. They built a greater respect for interest and achievement in such intellectual and moral inquiries and endeavors.

To comment adequately on this list would unduly extend this foreword, but it must be kept in mind that every time a class engages in such an activity, or even in its sham and counterfeit, the pupils do inevitably change themselves for better or for worse under each of

<sup>1</sup> Two years later one of the pupils rose in class and explained that further study had made her change the opinion she had espoused two years before. A real interest had been built.

the heads named. They either improve or deteriorate in methods of attack, or become more firmly fixed in their customary methods. They either increase or decrease in open-mindedness, or become more firmly fixed in their customary attitude in this trait. And so with all the others. We as teachers may refuse to think of these attendant learnings. We may, if we wish, fix our eyes exclusively on a certain list of facts of history counted to be essential to the educated person, and work for these only. But we cannot in this ostrich-like fashion escape the ineluctable fact that our pupils are none the less and all the time learning well or ill these other things. For my own part I believe that a régime of purposeful activity is the only way in which we can discharge this inevitable responsibility. It is only through responsible pupil enterprises that we really can teach citizenship. It is just this theory of training in citizenship that Mr. Hatch proposes to show us in this book.

WILLIAM H. KILPATRICK.





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# TRAINING IN CITIZENSHIP

## I

### GENERAL METHOD FOR TRAINING IN CITIZENSHIP

"Training IN Citizenship" is the title selected for this book. These three words are indicative in themselves of the general method of procedure in our Education for Character.

We use the word "Training" because it is only by constant practice along a specific and definite line that we are able to build desirable habits, attitudes, and ideals. Just as the athlete must train long and faithfully if he hopes to become a winner in his particular event, so the young citizen must give careful thought and undergo definite specialized training in order to develop and strengthen his citizenship muscles.

The preposition "IN" really contains the central idea around which all our training in citizenship revolves. It is a fundamental law of the learning process that "we learn the reaction that we make." Inspiration or emotional concepts about our country will not carry over alone. Information or fact content is not enough; we must somehow get these young citizens to live their civics in concrete situations every school day, in every subject, in school and out. Right-habit formations are what we are after. All the activities of the school contain potential citizenship material. The skilful teacher will "uncover situations" that bring these activities to

pass, and then guide the conduct of these young citizens in the society in which they move.

We stress the term "Citizenship," because this term has a rather definite connotation for most of us. When we say "he or she is a good citizen" or "that was a fine act of citizenship," we all understand the nature of the stamp of approval which has been put upon that individual and his act. We realize that such an individual is living in conformity with the best usage of the society in which he moves. A few years ago upon the death of a leading citizen of Boston the opening line of an editorial comment was as follows: "He was Boston's most useful citizen." To every one who read that editorial the meaning was clear. *To be of use* to one's community, that is the ideal around which we should centre all of our "Training in Citizenship."

## II

### CITIZENSHIP IN THE HOME

"Give me the young!" said one of England's great educators, "Give me the young!" and Professor Patty Hill adds point to this expression by saying: "When the wasted possibilities of these earlier years of childhood are utilized, and thought and feeling are transformed into desirable behavior, 'a Great Society' may not be a dream but a prophecy based on a reasonable hope."

What, then, are some of the conditions which are ever present in our problem? First, of course, comes heredity, the raw material, so to speak, with which we must work. And then environment, the home, neighborhood, and school communities of which all children are a part. A great scientist has recently stated; after years of careful experimentation, that these two factors are of about equal importance in their influence upon children. But in our problem there is a third factor, and it is right here that you and I will play our part, namely guidance. Family characteristics are always cropping out in their external and internal makeup; the conditions that surround them we can, in part, set up and control, but our chief task still remains, and that is the wise guidance of these young citizens in the society in which they move.

The first circle of the social order that the child knows is, of course, the home. In fact the very *raison d'être* of the home is the child—or, far better for the purpose of training in citizenship—children. A home without children lacks one very essential element. All that is best in our

national character rallies around the hearthstone. If the term "home" connotes family life, then the fullest expression of such living lies in its co-operativeness. It would be giving an unfortunate slant to our discussion to say with finality that the home exists wholly for the child. Too many homes, however, operate on this basis, and we who are teachers know the disproportionate share of our time taken up by an only son or an only daughter. No, the family is a unit, each contributing, each co-operating, each performing useful home tasks for "ye generall Goode," to use the fine old phrase of the *Mayflower* compact.

Those of us of an older generation recall the useful, co-operative tasks of our childhood. We called them "chores." How clearly I recall those tasks, and to-day, firmly embedded in my neurones is the check-off I ran over in my mind at the end of the day to see if I had left a single task undone. Standing at the stable door I would repeat: "Hayed—grained—bedded—floor swept up—pigs fed—cows milked and cared for—chains put up behind horses—and the barn door locked." What a far cry from those old days! We have moved cityward since then, the wood-shed is a garage, the wood-box a steam radiator, and we left the old dog behind. We love to talk about "the disciplinary value" of these old chores, and say "Alas!" and "Alack!" Could we not better spend our time in a frank recognition that times have changed, and that we are confronted to-day with the task of finding those "new occasions" that in their turn "teach new duties"? And they must be found. In each home the problem is a different one, because the three factors, heredity, environment, and guidance, are different. Emerson in his "Essay on Education"—

fully as applicable to-day as when he wrote it—gives a bit of advice to teachers which I would like to pass on to parents. "Be not too much a teacher!" And so I would say to parents: "Be not too much a parent." Let your children "fend for themselves," to use an old pioneer term.

There are many helpful and co-operative tasks for young citizens in their own homes. Such a list may seem trivial, possibly, and yet these little things of which so much of life is made may be the most worthwhile in character training. For example: Dressing and undressing one's self, caring for toys, putting things back, playing without quarrelling, being a good sport, helping mother with the housework and father in the garden or around the car. Does all this sound commonplace? It is "commonplace." But these things contain the essential elements out of which one carves a character.

Young citizens, like young athletes, must have adequate training-grounds for the proper exercise and development of their "citizenship muscles." One father and mother who live in a suburban community devised the following plan of action:

We have three children. The boys always have a "gang" around the house. We bought an extra lot of land rather than an automobile. We do not put up the sign "Keep off the Grass," for we are raising children and not grass. But there is little available land about us, and footballs and baseballs sometimes roll on to our neighbors' lawns with unfortunate results. We must have play space for our children. Some of the best civic principles are learned on the playground. Playgrounds are as essential for young folks as mother's kitchen is to her, or father's office to him. Moreover, as winter came on, and bad weather drove the children indoors more often, mother found it difficult, as our house is small, to handle the situation. Finally she



conceived the idea of fitting up the cellar into a boys' club. Old furniture now found a use. The walls were whitewashed, the woodwork painted, banners and pictures on the wall, a shelf for boys' books, another for games, an old rug on the floor, a table with electric light extension in the centre. One of the boys with his carpenter's tools made benches and a book-case. There the "gang" now assembles. With a little help from us they formed a club: "The Eagles." There are several stages before one can become a full-fledged member of the "flock." First the egg, then the fledgling, next the flyer, then the hunter. These stages of development correspond to certain things they have to know or do, adapted from the older Boy Scout programme. They must know a given number of trees or birds, be able to run a given distance in a stipulated time, etc., etc. Much athletic equipment finds its way into our cellar. Ping-pong on the long table, a chinning-bar, boxing-gloves, etc. No boy is barred from "The Eagles" because of race, creed, or present condition. They have their sign and password, "screech" and "flock" signals, and our cellar is the "eyry." Here they organized their football and baseball teams with equal assessments for gloves, balls, bats, etc. This is a real co-operative enterprise requiring considerable skill, persistence, and force on the part of the duly appointed treasurer. Another co-operative enterprise took place this Thanksgiving, when they got together to contribute to a destitute family in the borough. Sometimes they hold parties in their "eyry," pantomimes, moving-pictures, charades, pop corn, and once invited in girl friends. "What a lot of confusion and noise they must make!" some of you are saying. Yes, they do, but it is wholesome noise, and rather that than "Keep off my lawn!" "Go somewhere else!" "Stop that confounded racket!" It is often that type of attitude that makes our children "Go somewhere else," and that may be the very place where bad habits are easily formed."

Every parent, of course, desires good things for his children. We all would like to have them well trained in the fundamental civic virtues: *e. g.*, honesty, obedience, courtesy, and co-operation. But it is of the utmost importance, particularly in their earlier years, that we

adopt a method of procedure, both in the home and in the school, that will start these young citizens aright, for as the twig is bent so does the tree of citizenship incline.

### III

#### CITIZENSHIP IN THE EARLIER GRADES

##### I. TRAINING IN REAL SITUATIONS

Doctor Edward L. Thorndike in his pamphlet on *Education for Initiative and Originality*<sup>1</sup> has this to say regarding the civic virtues and the method of training to be used in building them.

These virtues are not little deities of the mind which act according to caprice. They are as truly determined by natural law as the fall of a stone or the rise of the tides.

They are not intelligent slaves which hasten to act when bidden. No child becomes independent merely by being told to think for himself, or original merely by being ordered not to be a copy-cat. If every one of the half million teachers of our country should to-morrow, and every day thereafter for a decade, order, "Be more independent, self-reliant and original than you have been," these billions of commands would, in and of themselves, do nothing to attain their object.

Nor will indiscriminate practice make them perfect. *Self-reliance*, initiative and originality (which we may call the active virtues of citizenship in contrast to obedience, docility, and conformity) are specialized in their development.

The general answer is, "provide those situations which by the nature of *homo sapiens* call the active virtues into play; and make their exercise satisfying to the individual. Induce these tendencies to act; and reward their action."

<sup>1</sup> *Education for Initiative and Originality*, by Edward L. Thorndike, Professor of Educational Psychology, Teachers College. Published by Teachers College, Columbia University, New York City.

There should be no formal "course of study" in civics for the earlier grades.<sup>1</sup> The kind of citizenship training that is the aim here does not confine itself into tight compartments, arranged in sequence, grade by grade. While there is little need of formal content there is great need of developing the civic virtues.

Whatever course in citizenship training is outlined for these years, let us not fall into the old error of parcelling out the civic virtues and distributing them through the grades. It would be a sad return to the old formal "preachment" method if any teacher with such a course in her hands should feel that her particular grade was where "honesty" or "courtesy" should be taught: or that in "covering the course" she was under the necessity of inculcating "obedience" or "truthfulness" in six lessons. The mere statement of such a situation is proof of its absurdity; yet in the hands of the untrained teacher just such results are likely to happen. Whatever the course of study, let us trust that there will be enough free play so that the teacher may seize the vital situation, incidental to all her class-room work, and drive in her citizenship training through concrete applications, "in school and out."<sup>2</sup> Sometimes as teachers we seem to forget the importance of developing character in the many contacts and reactions that come in just living together.

The following cases are illustrative of citizenship training in real situations.

One day during the free-play period in our kindergarten at Horace Mann, a number of the little tots were

<sup>1</sup> *Lessons in Civics for the Six Elementary Grades of City Schools.* H. M. Harris. Government Printing Office, Washington, D. C. Price 15 cents.

<sup>2</sup> *Citizenship In School and Out:* For Elementary Grades I-VI. Dunn and Harris. D. C. Heath & Co.

having a fine time on the long slide. Up the steps they would climb and then swoop down with a happy gasping shout of pure exhilaration. Now, here comes Peter, "O. S." Peter, a sturdy little lad, a miniature dynamo. Down he goes with an exultant whoop and then hurries back at once for another ride. But others are in line and climbing up ahead of him. He rushes in, brushes aside those who are in his way, pulls down a little girl who is part way up and then, "O. S." Peter gets a little training right then and there in citizenship. His mother wouldn't have liked it. His teacher was not "too much a teacher" and didn't see it. Peter you see was only one unit in this democratic group, and he was struck by the cruellest weapon such a society has ever been able to forge—the social disapproval of one's own group. His action was anti-social, and "O. S." Peter, Only Son Peter, was given to understand in no uncertain manner that if he wanted to play with them he must learn to "take his turn." Isn't that good American doctrine? And wasn't it just this civic training "O. S." Peter needed?

The following series of incidents took place in one of our IVth Grades not long ago. The teacher came to me somewhat cast down over a situation that had developed in her room. It seems she had desired the class to co-operate in a certain affair, and had suggested that they choose a leader to direct their efforts. Here was a real situation and something they were vitally interested in. Candidates were nominated and the election proved a tie, John and Elizabeth receiving the same number of votes. This divided the class. They would not pull together in anything and as the deadlock continued the morale of the group grew poorer and poorer. In fact,

one morning the teacher discovered John offering a top to Billy and an apple to Mary, if they would change their votes and cast them for him. John, you see, was beginning his political career early. The next day I came into the room, went to the blackboard and wrote: "A Government *of, for, and by* the people." They knew the author and discussed very ably indeed the meaning of these words "of," "for," and "by." I then told them we could have such a government in their room, and that there was a way in which they could elect their own officers, so that they would be sure of its being "of," "for," and "by" the class. I then drew up a preferential ballot, and although we did not talk about "preferential" or "majority" or "minority," they actually cast such a ballot, saw its fundamental justice, and elected Elizabeth as their leader. I looked at John. He had lost something he wanted, something he wanted very much. There was a tear in his eye, in fact, but he got to his feet and, although his voice faltered a bit, said: "I move, Mr. Hatch, that we make it unanimous." I do not know where he got the word, but he had something better and finer with it. He was a good loser, and from that day supported the duly elected leader, and, the teacher reported, the spirit of the class changed immediately, all got behind Elizabeth and co-operated in the undertaking in hand for "ye generall Goode."

Another illustration of citizenship training in a real social situation occurred in our VIth Grade recently. The pupils were unduly eager, so eager that they constantly interrupted the one who had the floor. The customary methods of repression were tried but this lack of proper courteous behavior persisted. Earlier in the year the grade had organized itself into a Civic League with

officers and constitution. At one of their league meetings arrangements had been made to put over an old-fashioned New England town-meeting. The warrant was drawn up and posted in due form. The various articles dealt with real situations in their school community, and one of them read as follows: "To see what action the league will take in regard to courteous attitude in class." When the moderator called up this article there was considerable open discussion; the worth-whileness of it was generally recognized and a resolution was passed to the effect that henceforth the league should be more courteous and mindful of the rights of others. But the matter was not allowed to rest here. A wrong habit must be made over into a right one. There was need of an ideal of courtesy which could only be realized by every-day activity in checking this particular fault—namely, interrupting others. An acrostic was drawn up which read as follows:

C—consideration  
and  
O—obedience  
U—you  
R—resolved  
To-day  
E—every day  
S—satisfactory  
to  
Y—yourself

This was placed on the board in colored chalk. It was the "ideal which should serve as a conscious guide to conduct." It was their ideal; they felt a responsibility in seeing that it was lived up to. Whenever any member of the group broke over after this it was nearly always

sufficient merely to point to the acrostic. This was done either by the teacher or by some member or members of the class. The social disapproval of the group soon made itself manifest. We were after a right attitude in a specific case; and it was our hope that the "tendency" to act produced by the ideal would develop into an almost automatic action in accordance with the ideal."<sup>1</sup> There were several especially difficult cases. Old habits are not easily changed and made over into new. One hundred per cent perfect was never realized. But the method employed was justified by its results.

It is in these early years that we should make our main drive for the civic virtues, fair-play, co-operation, orderliness, self-reliance, courtesy, obedience, initiative, truthfulness, etc. Much has been written recently regarding the relationship between habits, ideals, and attitudes. To show this relationship consider the case just recorded concerning courteous attention to others. An outline of the procedure involved in this case, and in others of a similar nature, would be somewhat as follows:

### CIVIC VIRTUE—COURTESY

#### I. *Specific Habits:*

- A. To be considerate and not interrupt others.
- B. Not to run through the halls, jostling and bumping into others.
- C. To be considerate of the rights of others during the assembly period.

#### II. *The Ideal:*

In some cases the building of the ideal is largely based on emotional reactions; in others definite informational content should be employed.

<sup>1</sup> Bagley, *The Educative Process*. See chapter on "The Generalized Ideal."



- A. Consists of the specific ideas "A," "B," and "C."
- B. Class or group discussion, *e. g.*, the Civic League in order to get a group recognition of the worthwhileness of "A" or "B" or "C."
- C. A formulation of the ideal ("The Generalized Ideal"):  
Definition of Courtesy to be drawn up by class and put in a conspicuous place in the room, *e. g.*:  
 (1) "Courtesy is to do or say the kindest thing in the kindest way." IVth Grade.  
 (2) "Express consideration for others." Senior H. S.  
 (3) The acrostic worked out by VIth Grade.

### III. *Attitudes:*

"The tendency to act produced by the generalized ideal should develop into almost automatic action in accordance with the ideal."

- (1) Specific habits "A," "B," and "C" once formed should harmonize with the ideal.
- (2) The "ideal" should "serve as a conscious guide to conduct especially in novel and critical situations."—Bagley.

Are not these three cases illustrative of Doctor Thorndike's principles? Here were real situations which called the active virtues of citizenship into play and their exercise was made satisfying to the individual and the group.

If we would train our children in right civic habits we must do it in some such way as this. Seize the vital situation and drive in our citizenship training through specific applications in school and out. Inspiration—information—participation, these are the aims to be constantly held in mind in training young citizens and the greatest of these is participation—activity—doing the thing.

## 2. THE KINDERGARTEN AND FIRST GRADE

In the freely organized groups of the kindergarten and first grade there is no lack of opportunity for teaching

citizenship through actual situations. That the teachers are conscious of the opportunities is shown in the curriculum published recently, *A Conduct Curriculum for Kindergarten and First Grade*.<sup>1</sup> In this curriculum the children's activities are analyzed in terms of their influence on behavior.

The importance of these early years for habit formation cannot be overestimated. In her introduction to the curriculum, Professor Patty Smith Hill says:

When educators manifest a reverence for the dawning mental life comparable to the respectful study and attention now bestowed by physicians on the physical life of young children, the profession of teaching may hope to rank with that of modern medicine. Fortunately for the young child, as well as for society, we have many evidences of a growing public appreciation of the effects of these early mental and emotional states upon later sanity, progress, and efficiency in the school and in life.

The appreciation of the importance of these early years is increasing all over the world. From England we get the title of Edmond Holmes's most recent book, *Give Me the Young*. In America, Arnold Gesell says regarding the relation of the preschool period to all later stages of development: "There is one stage which has an autocratic position in the series, and therefore dominates all the rest—the autocracy of priority. The preschool period is biologically the most important period in the development of an individual for the simple but sufficient reason that it comes first. Coming first in a dynamic sequence, it inevitably influences all subsequent development. These years determine character, much as the foundation and frame determine a structure."

This step forward from a Habit Inventory at large to the study

<sup>1</sup> *A Conduct Curriculum for the Kindergarten and First Grade*. Directed by Professor of Education Patty Smith Hill and compiled by Agnes Burke, Edith U. Conard, Alice Dalglish, Edna V. Hughes, Mary E. Rankin, Alice G. Thorn, and Charlotte G. Garrison, Teachers of Kindergarten and First Grade, Horace Mann School, New York. Charles Scribner's Sons, N. Y.

of each aspect of the curriculum, not as a formal school subject, but as a social situation rich in activities and experiences leading to the formation of desirable habits, avoids a danger which we had realized from the first; that is, of teaching habits out of their organic relation to situations . . . When conduct is acquired in a social situation, it not only takes on meaning but is likely to be associated in the mind of the child with a sense of satisfaction or pleasure.

A few of the "civic virtues" which have their beginning in the activities of the kindergarten and first grade are:

*Obedience to authority and to law.*

(See quotation from *Curriculum* on "Organization," Page 17.)

*Respect for the rights of others.*

This includes taking turns on the apparatus or in using materials, in talking, as well as respect for the property of others; walking through halls quietly, and so forth.

*Responsibility for property.*

This includes the care of the child's personal belongings, the care and correct use of materials common to all the children; putting away materials; learning not to waste materials and not to use things belonging to others without asking permission.

*Responsibility for those less fortunate than ourselves.*

This includes bringing money and gifts for a poor child, bringing toys for poor children at Christmas time, making articles for the spring sale in aid of Manhattanville Day Nursery.

*Civic pride.*

The beginnings of this are seen in the interest of the children in the appearance of the room, bringing flowers

and pictures, picking up scraps on floor, keeping cupboard doors closed, and so forth.

The way in which these and other habits and ideals of citizenship are learned can best be illustrated by a few extracts from the *Conduct Curriculum*.

*Organization.* The ideal of organization in the kindergarten and early grades is to make the situation as far as possible a democratic one, so that the children will learn the ideals and conduct of a democracy.

As the children are immature they cannot be entirely responsible for the conduct of the room—they have a right to the protection of authority. Because the teacher is responsible for the welfare of the children her first duty is to establish definitely her authority. One way in which she does this is by expecting and getting immediate response to a piano signal. On hearing the signal the children leave their work and either stand quietly listening to what the teacher has to say or come quietly to the piano. The teacher uses her authority for the safety of the children, in emergencies, and for the public welfare. She may establish certain rules such as instant response to signals in fire-drill, quiet in the halls, but the reason for these rules is talked over with the children and understood by them.

There should be a gradual sharing by the children of responsibility for the organization and control of the room. In the youngest group there is little group consciousness and the organization is almost entirely by the teacher. With the older kindergarten children there is a definite response to public opinion, the children are able to make many of their own rules and to offer intelligent solutions to problems which arise. The first-grade children not only make practically all their own

rules, but are able to see the situation which calls for the making of a rule.

Group meetings are called whenever situations arise which make them necessary. There is a marked growth in the children's ability to take part in and be responsible for these meetings. The following illustrations are suggestive of the stages in this growth:

1. The teacher sees the situation, calls a meeting, puts the problem before the children, asks their help in the solution of it. The children may at first have very little to offer; the teacher may have to give the solution herself.

*E. g.:* There was a tendency for a number of children to ride on the merry-go-round, which is built for three. A meeting was called to discuss the situation. The suggestions offered were impractical. "Put it out of the room." The teacher then offered her suggestion that a rule be made allowing only three children in the merry-go-round at one time. This suggestion was accepted and obeyed by the group.

2. The teacher sees the situation, calls a meeting, puts the problem before the children and asks their help in its solution. The children offer reasonable suggestions, the best of which is accepted by the group.

*E. g.:* In the first-grade room swinging on the rope during work period made it dangerous for those carrying scissors and other materials. The children, in a group meeting, decided that the rope should be used for climbing but not for swinging during work period. A rule to this effect was made and carried out by the group.

3. The children see the situation, ask to have a meeting called, and offer their solution of the difficulty.

*E. g.:* There was confusion in the hanging up of wraps after the first-grade recess. The children saw the need for a group meeting and offered a satisfactory solution.

The solution to a problem may be either in the form of a rule or a suggestion, there being comparatively few

actual rules. It is important for teacher and children to see that the rules made are kept. However, a rule made by the children themselves is not as often broken as one made by the teacher.

1. The children's responsibility for the care of the room and of materials.
2. The children's work:
  - What constitutes a good product.
  - Why a certain product or method of work is poor and what can be done to improve it.
3. Other subjects of interest, often introduced by the children:
  - Plans for excursions, the weather, birthdays, interesting things the children have seen, etc.

In these meetings, as in the meetings for organization, there should be growth in the responsibility of the children for the conduct of the meeting and the subject-matter introduced. Some of the specific conducts which are a result of these meetings are:

1. Speaking distinctly and audibly.
2. Standing when speaking to a group.
3. Speaking one at a time.
4. Speaking only when there is something worth while to say, and keeping to the point.
5. Sitting still and listening while another child is speaking.
6. Voting on a proposal by raising hands.
7. Realizing that it is the vote of the majority that counts.

The school excursion gives excellent opportunities for the learning of desirable social habits and some of the "general conducts" listed in this section are:

1. Going through halls in the right way—walking, keeping to the right, quiet conversation.
2. Walking through streets—consideration for other people.
3. Crossing streets—walk, not run, wait for signal to cross, look before crossing.

In the section on Hygiene and Safety there are many examples of the learning of a desirable social habit in a social situation; such as:

<i>Typical Activities</i>	<i>Desirable Changes in Thought, Feeling and Conduct</i>
Children coming together in a group (at any time during the morning).	Keeping hands off other children. Not sitting too close to other children. Covered cough and sneeze, correct use of handkerchief. (These are emphasized continually, but are important when children are in a group.)
Activities of work period	Care in use of or carrying tools, scissors, pencils, etc. Care in use of large blocks, using apparatus with safety for self and others. Sweeping up sand on floor to avoid slipping, etc.

When the children in the various groups were asked what they thought they should know in order to be promoted to a higher kindergarten group or to first or second grades, many of their answers were given in terms of social behavior. Examples of these, quoted in the *Curriculum* are:

"Come when piano calls."

"Be quiet in halls."

"Share with others."

"Don't waste clay, paper, or anything."

"Work and not play all morning."

"Be steady, don't talk too much."

### "PUDDLES AND RUBBERS"<sup>1</sup>

#### A SAFETY LESSON

Subject: Puddles and rubbers.

Materials: Blackboard.

<sup>1</sup> Laura B. Foreman, Grade I, Allentown, Pa.

Preparation: The drawings are all on the board, previous to the lesson. They are covered. The teacher uncovers them as she proceeds.

Teacher's Aim:

1. To make the children want to wear rubbers and avoid puddles.
2. To point out advantages of following, and disadvantages of not following this rule.
3. To raise attendance by preventing sickness.
4. To make the lesson appeal to the child.

Child's Aim: To wear his rubbers when it rains and avoid the puddles.

Habits to be Stressed:

1. Wear rubbers when it rains.
2. Remove rubbers and arctics indoors.
3. Avoid puddles.

#### PROCEDURE

Introduction:

What kind of weather have we to-day?

Discuss the weather, stressing rainy days.

Then uncover your introductory picture.

A Rainy Day:

A little boy with umbrella and rubbers. Various animals who are saying: "We wish we could wear rubbers and carry an umbrella when it rains."

Talk about the little boy and the animals. Have some child read the sentence.

Main Lesson:

"Once upon a time, there were two little boys, Sammy Yes and Billy No. Each little boy's mother told him to wear rubbers and keep out of mud puddles. Would you like to know what happened to Sammy Yes and Billy No?"

(Uncover your pictures arranged in parallel order, and develop the story of each little boy.

First Picture: Billy No forgets rubbers. Gets in a puddle. He is sick.

Second Picture: Sammy Yes remembers rubbers. Crosses safely through puddles. He can play.



Have the children tell the stories of Sammy Yes and Billy No.

Conclusion: Which little boy would you like to be? Why?

When do we wear rubbers and arctics?

What must we do when we come indoors? Why?

Application: A Story Play.

1. Wake up. It is raining.
2. Dress warmly. Put on your rubbers. Take your umbrella.
3. Run around the mud puddle.
4. Come home. Remove your wraps. You are happy and well.

General: Make a cut-paper poster of the first<sup>c</sup> picture.

### A SAFETY-FIRST SONG

(Tune: "London Bridge")

(1)

At main crossings you must cross, you must cross,  
At main crossings you must cross  
That's what the grown-ups say.

(2)

After school the safety patrol, safety patrol, safety patrol,  
After school the safety patrol  
Helps us on our way.

(3)

Little Jackie did not mind, did not mind, did not mind,  
Little Jackie did not mind  
What the people say.

(4)

To the hospital he must go, he must go, he must go,  
To the hospital he must go  
On this lovely day.

(5)

On his back he'll have to stay, have to stay, have to stay,  
On his back he'll have to stay  
While we children play.

3. THE TEACHING OF CITIZENSHIP IN THE GRADES<sup>1</sup>

By Texa L. Moore

Formerly Teacher of Sixth Grade, Horace Mann School,  
Teachers College

That the teaching of citizenship is a very important part of the work of every school seems now to be a universally accepted fact. There is, however, no general agreement upon the way in which it shall be taught. This paper merely attempts to give an idea of the method used this year,<sup>2</sup> in the sixth grade of the Horace Mann School. The three teachers of the grade co-operated closely. We believe that there is material for the teaching of citizenship in many of the situations of the classroom, in most of the subjects of the curriculum, in fact, in all the activities of the school. We believe also that this material is more effectively used if it is not separated from the situations in which it naturally develops. Hence we seek to use it as the situation presents itself rather than to plan in advance a given course of lessons.

Since we have a fixed programme, we find that, unless we set aside a definite period in which to discuss, plan, and carry out a given piece of work, such work will probably not be carried out. We therefore have in our programme a definite place for the teaching of citizenship. We started this year with the aim of making the pupils more conscious of the habits and attitudes desirable for good citizenship, and of the principles underlying these habits. Our purpose was to stimulate the children to improve the qualities that make for their own good

<sup>1</sup> Reprinted by permission of *Teachers College Record*, Bureau of Publications, Columbia University, New York.

<sup>2</sup> 1921.

citizenship. We wanted our pupils to realize that we live in a democratic country; that this makes it necessary for us to be co-operative, helpful, and self-controlled; that we are largely responsible for the kind of world in which we live; that together we make the laws, select those who carry them out, and become responsible for seeing that they are well carried out. We set actual standards of good citizenship, which will be enumerated later in this paper.

One period of thirty minutes a week was set aside as a civics period for each of the three sixth-grade classes, and four twenty-minute periods per month were reserved for meetings of the Civic League and cabinet. In other words, civics was taught through two agencies; first, by means of the weekly lesson in civics; second, through an organization known as the Civic League, to which all the members of the sixth grade belonged. Since the aim of this organization was to help the school as a whole, representatives from each of the fourth and fifth-grade classes were invited, who attended the meetings and took back reports to their own classrooms.

At the first meeting this year of each of the sixth-grade classes we discussed the question of good citizenship in general; what it means, why it is necessary to be good citizens, and what are the chief characteristics of a good citizen. It was decided that to be a good citizen a boy or girl must be honest, self-controlled, courteous, helpful, obedient, loyal, and healthy.

Since it has been the custom for several years for the sixth grade to have a Civic League,<sup>1</sup> this year's class was

<sup>1</sup> See article on "The Civic League" in the bulletin on *Training In Citizenship in the Horace Mann School*, Bureau of Publications, Teachers College, New York. Price 50 cents.

also eager to have one. When we met for organization the children were asked why they wished to have a league. They decided they wanted to have one in order to help themselves and to help the Horace Mann School. Confronted with the question as to what was to be done at that time, some said, "elect a president," others said, "elect officers," and finally one child made the suggestion for which the teacher was hoping, that we should first plan our league. Two other suggestions followed almost immediately, one to the effect that such a plan would require a set of laws, and the other that such a set of laws should be called a constitution. In framing this constitution we sought help from the constitution of the United States as well as from that of the Civic League of last year.

This furnished material for our next civics recitation, at which time parts of the United States Constitution were read and discussed, the preamble noted, and a study made of the constitution framed by the class of last year. As a result of this recitation, the children learned the meaning of a preamble, learned what a constitution really is, by whom it is made, what form it generally takes, and how it may be changed if it is not satisfactory. At the next meeting, the league decided to adopt the constitution of last year's league, and, if it were found to be inadequate, to amend it to suit their own needs.

In much the same way, subject-matter for the civics lesson often grew out of the work of the league. At other times, matters for consideration by the league grew out of the classroom discussions. The cabinet, composed of the president, vice-president, secretary, treasurer, and a delegate from each of the three classrooms, met before

each session of the league and planned the programme for the next meeting. Suggestions from the members of the cabinet, from the teacher in charge, and from any officer or teacher of the school were gladly received by the cabinet, discussed, and put in shape to be presented to the league. The principal of the school frequently requested the league to take charge of some activity that called for the co-operation of all the grades, and necessitated making speeches in each room, collecting a weekly donation to charity, selling tickets, or the like.

Since all the work of the year cannot be discussed in detail, the general nature of it will be suggested and a few typical lessons and meetings described. The work easily groups itself around three heads; first, qualities necessary for good citizenship; second, ways in which the league can be of service to the school; third, matters having to do with the organization and conduct of the league. Under the first head, qualities necessary for good citizenship, may be mentioned a lesson in which we first reviewed the qualities that make for good citizenship, following which each pupil studied himself to see in what qualities he was weakest. Each child determined to try for one month to see what he could do to improve one quality. At the end of that time each pupil wrote a personal letter to the teacher in charge telling her what he thought he had accomplished. Some thought they had succeeded, others that they had not, and still others that they had improved a little but were going to keep working. A letter typical of those received follows:

Nov. 11, 1920,  
Horace Mann School,  
New York City.

DEAR MISS MOORE:

My improvement was to be in self-control. At home my little brother who is six and a half years old is very aggravating and

sometimes I have hard work in keeping my self-control. I think that I have now conquered this giant, and am going to work on a new one. This new one is to take more interest in the class work. By this I mean to pay more attention and have more suggestions to make. This is going to be a good big giant to conquer but I will do it.

Love from your pupil,  
E. E.

Several lessons grew out of the fact that the principal suggested to the entire school that he was disappointed in their conduct during a moving-picture talk which was given in assembly. He suggested that in the elementary school the Civic League take measures to prevent a repetition of such conduct. Representatives of the league met with representatives of a similar high school organization, and decided to conduct a Courtesy Campaign throughout the school. All three sixth-grade classes worked on a slogan, finally adopting the following:

Courtesy of manner,  
Courtesy of speech,  
Courtesy to every one,  
Courtesy to each.

Different members of the league made speeches in the various classrooms of the elementary school, asking for co-operation in making the pupils more courteous. These members also printed on the blackboard of each room in the elementary school the Courtesy Slogan. In the art class, courtesy posters were made for use throughout the school.

The second phase of the work, ways in which the league could be of service to the school, furnished much material for league meetings. It had been for years the custom for the Civic League to relieve the teachers of hall duty

at recesses, to act as ushers in chapel, and to assist in the lunchroom. The new league also accepted these responsibilities. It was necessary to plan how monitors should be selected, what qualities of citizenship they should possess, and how long they should serve. Their selection was finally put into the hands of a committee. This committee met twice a month, and carefully selected pupils to be stationed at prominent places between the outside doors and the classrooms to see that the simple rules of order were maintained. The lunchroom helpers and ushers were selected in the same manner. On the whole, the children of the school respected the authority of the monitors, and the teachers appreciated the relief from a tiresome duty.

Much activity on the part of the league was occasioned by the fact that it was asked to conduct a campaign for raising funds for the Manhattanville Day Nursery, a charity to which the school had regularly contributed. This involved much planning in advance. As the money was to be collected in folders, these had to be obtained, counted, and distributed. A record also had to be kept. A number of children were selected to make speeches in the various rooms in order to arouse interest and enthusiasm. Collecting, checking, and counting folders was also their work.

A typical lesson illustrating the third phase of the work, matters having to do with the organization and conduct of the league, was the setting up of standards for the officers. What qualities were necessary for the person selected as president? How should his qualifications differ from those of the one selected as secretary? The children pointed out that the president must be a leader, must be able to express himself well, must be dignified,

and must have a keen sense of responsibility. The secretary, on the other hand, must be able to write legibly and well, and spell correctly. They stressed the fact that the treasurer must be strictly trustworthy and that he must "be good in arithmetic." After much discussion as to their attitude toward voting it was decided that each pupil ought to vote for the candidate best suited to the position regardless of personal friendships. It is, of course, doubtful whether each individual lived up to this ideal. Each pupil wrote a statement of his views in the matter. The following will suggest the type.

### CIVICS

I think that the kind of officers we should have are those children who have the following good points:

1. They should be trustworthy.
2. They should know how to handle business.
3. They should be gentle and courteous to every one.
4. They should be able to pronounce clearly when speaking to an audience, and know what they are going to say.
5. They should be bright and not afraid to work.
6. The way to vote is to consider every one, and the child who measures up best to these qualities is the one to be voted for.
7. It is not wise to vote for your friends.

Elections of officers were conducted in different ways. At least once, nominations were made by petition and officers selected by the Australian ballot system. Usually, however, the president called for nominations from the floor with the understanding that each member who placed a nominee before the group should make a nomination speech.

The children were at all times encouraged to bring up, either in class or at the league meetings, matters which they thought should be considered by the group. On



one occasion a popular and capable president of the league, one who was usually a very good citizen, was reprimanded by a vote of the league because he had been one of a group to disobey a rule of the school. He was told that as their president he should set a better example. That there might be no lack of dignity in the proceedings, a teacher was asked to preside during this part of the programme, which had been carefully prepared beforehand. A motion to condone the president's offense this time and give him another chance was made and passed. The president expressed his regret and thanked the league for giving him another chance. On another occasion a room delegate was given an opportunity to resign because after repeated warnings he had failed to conduct himself as the class thought he should as its delegate.

In addition to the three lines of work indicated, a number of lessons developed from the class work in history, one of these being a study of Abraham Lincoln as a citizen. Another was a study of the oath taken by the Athenian boy upon entering the army. The lines, "We will transmit this city not less, but greater, better, and more beautiful than it was transmitted to us," suggested our common community interests and our responsibility to our city. This afforded material for several lessons.

The fact that we have a definite time for this work has not kept us from stressing citizenship in other lessons or at other times. Neither must it be thought that all disciplinary matters are brought up in the league or the civics class. There are, of course, many matters which the individual teacher handles privately. We realize that we have not settled the question as to the way in which good citizenship shall be taught, but we do feel

that we have taken a step in a direction which will prove profitable for us.

#### 4. CONSTITUTION OF THE CIVIC LEAGUE

##### VITH GRADE

###### ARTICLE I

###### *Name*

This club shall be known as the "Civic League" of the Franklin School.

###### ARTICLE II

###### *Membership*

Any member or teacher of the sixth grade is eligible to membership.

###### ARTICLE III

###### *Object*

The object of the Civic League is to set a high standard of school citizenship and to do everything possible to improve our school.

###### ARTICLE IV

###### *Officers*

The officers shall be a president, a vice-president, a secretary, and a treasurer.

###### ARTICLE V

###### *Duties of Officers*

SECTION 1. It shall be the duty of the president to preside at all meetings of the league, to preserve order, and to represent the league on public occasions.

SECTION 2. The vice-president shall perform the duties of the president in his absence.

SECTION 3. It shall be the duty of the secretary to keep minutes of all meetings, and to conduct the correspondence of the league.

SECTION 4. It shall be the duty of the treasurer to take care of the money of the league and to pay it out when authorized to do so.

## ARTICLE VI

*Students' Council*

SECTION 1. Two delegates chosen from each classroom of the sixth grade, together with the officers, shall form a students' council.

SECTION 2. It shall be the duty of this council to prepare the business to be brought before the meetings of the league, and to decide questions when it is not possible to call a meeting of the entire league.

## ARTICLE VII

*Meetings*

SECTION 1. Regular meetings shall be held on the first and third Wednesday of each month during school sessions.

SECTION 2. Special meetings may be called by the president or upon written request of any ten members, upon at least twenty-four hours' notice.

## ARTICLE VIII

*Election of Officers*

SECTION 1. Officers shall be elected at a regular meeting of the league, and shall hold office for two months, or until their successors are appointed.

SECTION 2. Voting shall be by ballot, and a majority of the votes cast shall be necessary to elect.

SECTION 3. All vacancies in elective offices shall be filled by the Students' Council.

## ARTICLE IX

*Amendments*

This Constitution may be amended at any meeting of the league by a two-thirds vote of all present, provided notice of the proposed amendment has been given at the previous meeting.

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BY-LAWS

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## ARTICLE I

*Order of Business*

At meetings of the league the following order of business shall be observed:

1. Reading of the minutes of the previous meeting.
2. Reports of Officers.
3. Reports of Committees.
4. Unfinished Business.
5. New Business.

## ARTICLE II

*Monitors*

Four monitors to serve for two weeks shall be appointed by the Students' Council to take charge of the passing of the lines at recess.

## • ARTICLE III

*Ushers*

Four members of the league shall be appointed by the Students' Council to serve as ushers at the weekly assembly of the school. These ushers shall serve for two months.

5. TRAINING IN HONESTY IN THE GRADES <sup>1</sup>

In dealing with the development of honesty as a character trait, the elementary school finds its task to be precisely what it is in all other lines of moral and intellectual training,—the clarification of ideas, provision for experiences leading to attitudes and ideals, and the formation of habits of action. This conception prescribes guidance rather than penalty, and keeps the thought of those directing the child's development upon the positive rather than upon the negative aspects of training. To this is probably due the fact that not many instances of *dishonesty* occur within a year's experiences in the elementary school. Many, however, are the occasions which permit of, or demand, a truing up of ideas or a restatement of ideals, and these afford the oppor-

<sup>1</sup> From *Training In Citizenship in the Horace Mann School*, published by Bureau of Publications, Teachers College, New York. This extract on "Training in Honesty" was compiled and written by Elsa Beust, teacher of VIth Grade.

tunities for definite courses of action on the part of the teacher. It is our purpose to set forth below a few of these occasions.

Our youngest children exhibit a very natural tendency to report imagined happenings as though they were true, or to add to the account of real events such embellishments as they think might have happened or as their imaginative little brains might have desired to happen. This is not at all strange to those who realize that these little people live in a world where the black sheep talks, where the cow jumps over the moon, and where fairy folk practise their charms. Instead of curbing or chiding the teller of fanciful tales, an effort is made to have him see, first of all, that there are both true and fanciful stories, and that both are acceptable and desirable. He is led to see the difference between the true stories in a history collection and the imagined ones of a loved fairy writer. In order to bring him into the experience, periods in the programme are allotted, one in which he may tell a "true" story of what happened at a picnic or on a walk, and another when he may tell a "make-believe" story which his imagination has conceived. He is thus led to know that a "make-believe" story is always in place when it is so labelled, but that when a true story is expected the former is out of place.

The fact that the deliberate telling of untruths is uncommon among our older elementary children is a tribute to the success of this early training. It is, of course, recognized that the co-operation of the homes is a big factor. Another is undoubtedly the school's general policy not to mete out arbitrary penalties for shortcomings or misdeeds. Most of the untruths which occur in school life are a part of the teller's effort to shield himself from the

undesirable consequences of wrong-doing. With us, however, it is far more common to have a pupil voluntarily confess a misdeed than to shield himself by an untruth. This is due both to the fact that he respects the opinion of his group, and to the fact that he knows that the decision of the group, including the teacher, will be a fair one. Though, as has been stated, instances of the telling of untruths are uncommon, it may be well to relate one or two in order that the method of dealing with them may be set forth.

The discourtesy of one of the boys of a certain group toward one of the school's helpers was reported to the teacher. When the matter was presented during a class meeting, no one acknowledged guilt. Questioning revealed the fact that but one pupil was present in the room at the period of time during which the misdeed had occurred. This pupil, however, stoutly denied guilt. The meeting was adjourned without a settlement of the case. At recess the boy who had previously asserted his innocence came to the teacher, confessed his guilt, and proposed that he apologize to the one he had offended. He asked the teacher, however, not to tell the class of his confession, as he didn't want them to know of what, by this time, had become a double offense, the original misdeed plus his untruth in not acknowledging his guilt. His teacher drew him out a bit as to how he regarded the respect or disrespect of others, and as to whether or not respect gained at the sacrifice of self-respect was worth much. He asked that he might be permitted to think through the matter over night. In the morning he told the teacher that he now wanted to tell the class because he didn't want them to think him a coward, and that he would apologize to the one he had offended also.

In one of the groups it is the duty of the president of the Story Hour Club to keep a list of the names of those who had requested to read. At one of the meetings of the club the president began calling the names from memory. As they were not in order, the class protested. The president went to his desk and took out a paper. From this he ostensibly read a few more names, which again proved to be wrong. The teacher called the president to her side and discovered that he was "bluffing" by holding in his hands an old spelling paper and calling off the names by chance. He had really forgotten his list and did not wish to admit it. The president was asked to take his seat and the group nominated a temporary chairman. They also decided to think over what was to be done with the matter, and to make a decision in the morning. At a meeting called the next day it was agreed that the president should lose his position, and that he was not eligible for re-election. The group decided that, since this was the first time their classmate had done anything which was not fair or honest, there should be no further action.

Honesty in relation to the ownership and the use of property also enters into the social relationships of the school. Again, as in the matter of developing the ideals of truth-telling, the conception of ownership and property rights is an evolution, and the close associations of the school group afford many experiences calling for direct group and individual solutions. In one of the first grades a child found a trinket on the floor and took it home. The mother sent it back by the nurse. The teacher, in discussing the matter with the child, discovered that she did not know what to do with an article that was found. The question was referred to the class,

and the suggestion was made by one of the group that a "Lost and Found" shelf be established. A shelf was so labelled. The interest of the children led them to the "Lost and Found" column in the newspaper, where they discovered the way in which such a question was handled by adults. Since that time nothing has been taken from the room, though the doll-house contains many attractive toys.

Borrowing is a subject which receives much attention. There are various aspects of the question which relate themselves to the pupils' conception of honesty. In the first place, borrowing without the consent of the owner is ruled out by the pupils themselves in many of the classrooms. An effort is made to keep the matter so constantly to the fore that a real conscience in respect to it is developed. Here is a set of conclusions concerning borrowing reached by one group this year:

- (1) You should return sheet for sheet each piece of paper borrowed.
- (2) You should return each pencil, book, etc., you have borrowed, as soon as possible and in as good condition as when received.
- (3) You should take nothing unless permission has been asked of and granted by the owner.

In order to direct effort to the root of the borrowing habit, individual obligation to provide one's self with all the tools and supplies necessary is discussed as a social responsibility. This latter phase is held of such great importance that it is recorded as a separate character trait on the conduct chart of the report-card, and the pupils themselves are called upon to judge how they meet this obligation.



Another phase of the "property" question which receives much emphasis in the various groups is the necessity for having all books and supplies marked with the owner's name, so that they can be restored when mislaid. Of equal importance is the development of a sense of order—of having a place for everything and keeping everything in that place. Often a pupil's complaint "Somebody took my—" is due to his own shortcomings in either or both of these obligations, and he is led to feel that the first responsibility for the care of and respect for his property rests with himself. Carelessness in leaving money, jewelry, gold and silver pencils, and other valuables in desks or in lockers is also considered anti-social.

Another phase of the question of honesty is concerned with the matter of the preparation of assignments. The experience of a fifth-grade class in meeting and dealing with a situation relating to this phase is here given.

In class meeting it was reported that during the study period children were passing their English and arithmetic papers to other members of the group to be copied. No names were reported. The evils of such a procedure were discussed. The children who loaned the papers as well as those who copied them voluntarily acknowledged their error. It was agreed that they should take zero for the work done, do extra work for one week, and report at each class meeting for the next month as to their honesty in this respect.

"The "Book Reports" of a fourth-grade group were found to contain the exact words of the authors above the signatures of the pupils. This situation was discussed, and it was established as a demand of honesty that it was no more honorable to use the words of another than to

use anything else belonging to him. In this same connection it is also the custom of the older groups where reports are made on research topics to encourage, and even to insist upon, a statement of the authorities from whom the material was gleaned. When such reports are in written form, a bibliography is incorporated in the note-book.

Probably the highest form of honesty which the child in the elementary school is called upon to exercise, and one which is more far-reaching in its implications, is the judgment of his own citizen-honesty with himself. In practically every group this is called for in one way or another. In the responsibilities of committees and offices the child is brought face to face constantly with the necessity of judging his own efficiency, his trustworthiness, and his fulfilment of the demands of his social group. In the discharge of his duties as a rank-and-file citizen he is asked in one way or another to sit in judgment upon the degree to which he measures up. In some of the middle grades, it is the custom at the close of each day to ask each child to pronounce upon his merit in living up to a given set of rules drawn up by the group. A chart is kept to record the success of each individual in living up to these rules. As the year progresses, scarce a child reports unfairly. In the upper grades a chart duplicating the conduct traits listed on the reports is in the hands of each pupil. Weekly or bi-weekly the chart is marked by the pupil on certain or all of the listed traits. In cases where the individual is in doubt as to the degree to which he has attained success in a given trait, he is willing to compare his judgment with that of his classmates, and the decision of the group is accepted.

In many instances the pupils are asked to be responsible for their own conduct in passing through the corridors. It is the usual thing for a class which has not lived up to its own rules concerning passing in corridors to report upon its shortcomings. Thus there is developed a real sense of the meaning of trustworthiness.

#### 6. REPORT-CARDS: CITIZENSHIP RATINGS

The report-card exerts an important influence on pupils and parents. Its purpose is to inform parents concerning the significant facts relating to the progress of their children in school. By implication, therefore, information not included in the report may be regarded as relatively unimportant. What then is the influence of the type of report-card that devotes its attention almost exclusively to what the pupil knows and ignores what the pupil is? Will not pupils and parents conclude that knowledge is the chief concern of the school, and that character is not of sufficient importance to warrant mention?

Within recent years, progressive schools that are especially interested in developing good citizens have been modifying their report-cards with a view to giving proper attention to character training. It has not been easy to do this because of the obvious difficulties of devising definite, objective measures of character. It has been necessary to rely almost exclusively upon subjective judgment, namely the opinion of the teacher.

For several years the Horace Mann Elementary School has been experimenting with a new type of report-card, the most novel feature of which, apart from the marking on studies, is a method of reporting upon those habits and attitudes that contribute to good citizenship. Our

effort has been to focus attention upon a limited number of specific situations that arise in the every-day life of school. We feel that it is more helpful for a parent to know, for example, that his child is not dependable in preparing his daily lessons than it would be to mark the child unsatisfactory in the general trait of dependability. Both parent and child would know exactly where the trouble lies. Below is given the list of concrete situations on which pupils are marked each quarter.

•

### HABITS AND ATTITUDES DESIRABLE FOR GOOD CITIZENSHIP

#### I. Personal Habits:

1. Stands on two feet without leaning.
2. Sits back in chair with feet on floor.
3. Keeps hands and materials away from mouth, and fingers away from nose and ears.
4. Keeps desk, table, and locker in good order.
5. Does not waste, destroy, or lose paper, pencils, books, homework, or other materials.
6. Is in the right place at the right time equipped for work.
7. Anticipates his needs and does not borrow.
8. Responds to directions or requests quickly and without unnecessary discussion.

#### II. Social Habits:

1. Is trustworthy in obeying rules governing halls, recess, fire drill, and study period.
2. Respects school property, doing his part to keep desks and walls free from defacing marks. Co-operates in keeping school building in good order.
3. Respects authority.
4. Refrains from unnecessary talking in assembly, during study hours, and between periods.
5. Uses quiet tones in corridors, lunch room, and in classrooms before and after school hours.

6. Claims no more than his fair share of time and attention, particularly in the recitation period.
7. Is attentive when some one else is talking.
8. Does not interrupt others needlessly.
9. Is straightforward in all his dealings with others.
10. Is polite in speech, manner, and attitude.
11. Knows how to get along with others.
12. Performs satisfactorily the duties of any office to which he is elected.

### III. Work and Study Habits:

1. Uses time to good advantage.
2. Does good work day by day.
3. Hands work in on time.
4. Concentrates upon the task at hand.
5. Perseveres in spite of difficulty.
6. Is accurate in his work.
7. Is trustworthy in performing tasks independently.
8. Finds ways and means of improving weak points and of making up work missed.
9. Does not play with pencil, paper, etc., in recitation period.
10. Volunteers in the recitation, doing his part to make it profitable and interesting.
11. Expresses himself clearly.

Each pupil is furnished with a card on which are printed these thirty-one items, and so ruled that he may keep a convenient record of his own estimates of himself during the school year. Every two weeks a definite class period is set aside in which pupils may rate themselves on these habits. These self-rating periods often give rise to much discussion of moral principles, but the discussions have always the merit of centring around some definite, personal experience. When the teacher makes out her quarterly report to the parent, she reviews the pupil's individual rating-card and makes such

changes as seem advisable. Her report, therefore, represents her own opinion concerning these habits.<sup>1</sup>

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From an article on Citizenship Rating, by Harriet E. Towne, Director of Child Welfare, Lincoln, Neb. See *The American Educational Digest*, May, 1925.

"Can citizenship qualities be rated? If so, should they be and how? Teachers' gradings are more or less personal except when applied to factual material. Are not citizenship qualities, when based upon actual performance in a school or in life situations, as tangible as performance in academic lines? If a lad, as a member of a student council, wisely guides his group into and through certain group activities, should teachers be any more at a loss how to rate his achievement than if he had performed accurately and well an algebraic equation?

"It is not necessary to point alone to instances of leadership. There are times when to be a good follower is the highest type of citizenship. If we do our part we shall provide opportunities for all to practise good citizenship in school, at home, and in the community. Provide a wealth of activities that lead to definite achievement; achievement of the type that can be rated positively.

"It is said that such work places an additional burden upon the teacher. What is the biggest job the American school has to-day? That of preparing boys and girls for the duties of good citizenship.

"There are several rating plans now in successful operation in their respective schools. Some of these are the Baltimore sheet; the Personality Card of the Julia Rich-

<sup>1</sup> The Horace Mann Elementary Report Cards and Pupil Scoring-sheet may be secured by writing Bureau of Publications, Teachers College, Columbia.

man High School, New York; the Pupil Analysis Sheet, Brookline, Mass.; the Habits and Attitudes Report-Card of the Horace Mann School of Teachers College; the plan worked out by the Insignia Committee of the Lincoln School of Teachers College; and the rating-cards devised by the East Technical High School, Cleveland, Ohio.

"Citizenship rating is both possible and desirable but should have its roots much deeper than mere judgments passed at certain intervals and dependent upon chance observation. There should be a well-worked-out plan of achievement of which students, faculty, and parents are aware. Such a plan furnishes rich guidance opportunities and keeps before the pupils at all times the ideals of good citizenship. If properly administered the transfer or carry-over into life activities will be very great."

The card on page 45 for rating citizenship qualities could be incorporated in the term report-card of studies, and provides a simple checking system on certain of the more desirable citizenship habits and attitudes. Such a scheme would not require a great deal of additional time on the part of the teacher.

#### References:

- (1) *Is the Rating of Human Character Practical?* Harold Rugg, The Lincoln School of Teachers College.
- (2) "A Measurement Scale in Citizenship." Chassell and Upton, *Teachers College Record*, January, 1919.
- (3) "Habits and Attitude Desirable for Good Citizenship." The Report to the Parents and the accompanying pupil self-rating chart of the Horace Mann Elementary School may be secured by writing the Bureau of Publications, Teachers College, New York.

CITIZENSHIP ACTIVITIES															
PARTICULAR HABITS TO GENERALIZED IDEALS															
HABITS: Personal Work Social	Appearance				Thrift				Refinement						
	Keeps body clean and neat.	Keeps clothes clean and neat.	Dresses appropriately.	Stands correctly.	Sits correctly.	Has materials ready.	Begins work promptly.	Is always punctual.	Uses time and money well.	Respects property.	Avoids coarse language.	Avoids slang and profanity.	Does not chew gum in public.	Speaks and moves quietly.	Practises courtesy.
1st Quarter															
2d Quarter															
3d Quarter															
4th Quarter															
IDEALS: Self-Control Co-operation Responsibility	Self-Control				Co-operation				Self-Reliance						
	Refrains from noise.	Does not push or rush.	Does not interrupt.	Controls temper.	Claims only fair share of class time.	Helps maintain order.	Plays all games fairly.	Takes suggestions courteously.	Works for good of group.	Offers helpful suggestions.	Does things for himself.	Does not co work.	Does his s in group and school activities.	Exercises self-control in absence of authority.	Is trustworthy and loyal.
1st Quarter															
2d Quarter															
3d Quarter															
4th Quarter															

Check: + + = Habit well formed; + = above average; — = below average; — = failure; Imp. = improvement.



## IV

### CITIZENSHIP IN THE JUNIOR AND SENIOR HIGH SCHOOLS

In the junior and senior high schools our problem changes with the pupils and with the materials at our disposal. We are now more in the field of "knowledges" and consequently there is need of greater definiteness in the course of study. It would be a grievous blunder if any of our young citizens should leave the VIIIth Grade without a knowledge of our forms of government. Later on should come the study of comparative government, and the student should realize as he advances with the course that he will be expected to help in the solution of some of the many problems of a political, social, and economic nature that perplex our people to-day. "Democracy's High School" should have a course in its senior year in these "Present-Day Problems." In the study of history during these years there are many fine opportunities for "Training for Citizenship," to use the phrase of the old Committee of Seven, which history teachers have not availed themselves of as fully as they might.<sup>1</sup>

In these later years also are splendid materials and opportunities for direct citizenship training in the everyday activities of the school and community. The General Association, The Students' Council, The Debating

<sup>1</sup> "Teaching Modern History by the Project Method." R. W. Hatch. (1) *Historical Outlook*, June, 1920; (2) *Teachers College Record*, November, 1920; (3) Doctor Kilpatrick: "What Shall We Seek from a History Project?" *Historical Outlook*, June, 1922.

Societies, Literary and Social Clubs, Organizations for Charitable Purposes, Participation in Community Activities, Self-Government in the School as exemplified in Supervised Study Halls; Traffic Squads, Election of Class Officers, etc., etc.

"Cannot boys and girls of the high school age," says Doctor Thorndike, "be taught that the essentials for leadership are expertness and impartiality? At least, they can be taught that glorious apparel, self-esteem, prodigality, physical prowess, the 'glad hand' and a silver tongue, before which man's original nature bows, are not symptoms of fitness to lead in the twentieth century."

## I. THE GENERAL METHOD

It is the purpose of these chapters to describe in some detail a few of the many projects to be found both in class-room procedure and in the ever-widening fields of school and community activities. A project, according to the definition given by Professor Kilpatrick, is "any unit of purposeful activity where purpose is present as an inner urge which fixes the aim, guides the process, and furnishes the drive." The four steps vital to the carrying out of a project are (1) purposing, (2) planning, (3) execution, and (4) judgment.<sup>1</sup>

I do not intend to go into detail regarding the pedagogy behind the project method. I wish merely to give a sufficient amount of the framework into which these citizenship projects are fitted, so that the teacher in the field can get an insight into the general method.

<sup>1</sup>"Dangers and Difficulties of the Project Method and How to Overcome Them"—A Symposium. Kilpatrick, Bagley, Bonser, Hsieh, and Hatch, *Teachers College Record*, September, 1921.

I am using a great deal of typical illustrative material, for most of us like to have our general principles followed by specific instances.

The socialized recitation—if not spelled in capitals—adapts itself extremely well to this kind of work. Teacher and pupils are co-workers, the teachers serving the three-fold mission of “guide, councillor, and friend.” From articles in school journals of recent date we read of the “dethronement of the teacher.” This is far from my understanding of the function of a teacher in a project class. Throughout, his trained mind and mature judgment should be the guiding force. Emerson in his *Education* has the right word for us here. “Respect the child, respect him to the end, but also respect yourself. Let him find you so true to yourself that you are the imperturbable sligher of his trifling.” Each project is like an airplane flight. Much thought must be given to the take-off and great care as to the spot where you intend to land. The sector you are covering is a very definite one, and if you are to cover it with understanding there must be no aimless wandering or figure-cutting while on your flight. All this involves much teacher activity and careful organization of all the materials necessary to a successful conclusion of any project.

*Type Projects.*—Projects in citizenship may be grouped as follows: Type A: Projects involving extracurricula activities; Type B: Incidental projects; Type C: Projects in classroom instruction. Examples of the first type are such school activities as the student council, a supervised study hall, traffic squads, school election, etc. The second type of projects arise out of real situations in class, school, or community, like the one on “Courtesy” already mentioned. Projects of the third type are devised

for the purpose of getting both knowledge of and intelligent participation in the forms and functions of government. An example of this will be found in the projects on Comparative Government, or the Naturalization of Tony Da Prato. Frequently these types merge. The incidental needs the informational and both should result in participation.

2. COMMUNITY CIVICS, JUNIOR HIGH SCHOOL  
AN APPROACH TO THE STUDY OF LOCAL HISTORY  
AND  
THE ACTIVITIES OF A CIVIC SERVICE CLUB

Inspiration—Information—Participation: These are the aims to be constantly held in mind in training young citizens. And the greatest of these is Participation.

TRAINING YOUR CITIZENSHIP MUSCLES

**The 103d Olympiad.**—Is there a boy or girl in America who has not heard of the famous Olympic games? So important were these games in the opinion of the early Greeks that they measured time by them. They called the four-year period between the games an Olympiad, and the foot-race you are reading about here actually took place at the 103d Olympiad, or as we would reckon it, 368 B. C.

In that far-away year a youth by the name of Damiscus journeyed to the beautiful natural stadium at Olympia to take part in the great foot-race against the best athletes from all the other cities of Greece. To a Greek his city was his country, and he gave to his city-state his most loyal allegiance. Damiscus was a Messenian, and because he had not yet reached the age of

eighteen his father went with him to Olympia, for those who took part in any competition had to take a solemn oath at the altar of Zeus to the effect that they had spent at least ten months in careful training for the event, and that they would resort to no trickery in the contest. This oath must be taken for boys by an older relative.

When June, "the sacred month," came around all Greece began to flock toward Olympia. Sparta and Thebes were at war at this time, but their armies laid aside their weapons and changed the direction of their line of march.

On the third day of the games came the chief event of all, the long foot-race. In imagination, at least, we can mingle with the ring of spectators and hear the clear-cut voice of the herald as in the hushed stillness he makes this announcement: "The twenty-four stadia race. At the turning of each stadium one of the golden eagles at the victory pillar will fall. He who touches the pillar at the falling of the last eagle him will I crown as victor." The athletes step forward as their names are called. For a moment they stand there with their toes clinging to the grooves cut in the rock at the starting-post, their lithe beautiful bodies eagerly bent forward, impatiently awaiting the signal for the start. The herald's voice rings out, and a dozen runners leap forward on their long, hard race of nearly three miles. One by one the golden eagles fall. No one can pick the winner at this stage of the race. Each city cheers its own contestant as he sweeps past. Now an Athenian is ahead, and his fellow citizens call loudly upon the goddess Athena to speed on their countryman. Despite the entreaties of his friends the Athenian is passed by a Theban, who holds the lead for the space of three

stadia when he, in his turn, has to give way to a sturdy runner from Sparta. This "proud city" was famous for her athletes. Only a few eagles are left and the Spartan still holds the lead. Some of the contestants, absolutely exhausted, have fallen on the race-course, and are being carried away by their countrymen. This is the time when the long months of training begin to show results. There are but two golden eagles left now. Damiscus, the Messenian, leaps over the fallen body of the Theban and begins, slowly but surely, to creep up on the Spartan. Zeus must aid the Spartan, for the youth has the very sandals of Hermes himself. Now but one eagle remains. The Spartan sees it and staggers on. The Messenian quarter is wild with excitement. Perhaps above the shouts of his countrymen Damiscus hears the voice of his father calling him by name. He leaps abreast of the Spartan and down the course they come, stride for stride. And now the last eagle begins to fall. Both runners summon all their remaining strength, and each leaps to be the first to touch the pillar of victory. It is indeed a close finish, but the straining fingers of Damiscus are a few inches in front of those of his rival, and he it is who first touches the "sacred pillar."

Amid the exultant shouts of his countrymen the herald places on the winner's brow the simple wreath of green wild olive. Damiscus has won for Messene. He has brought honor and glory to his city-state, and for himself and his father, in the words of an old Greek poet, "the greatest happiness that is possible on earth!"

**The Present Olympic Games.**—Two thousand years and more have passed since that June day at Olympia.

But men never forgot these games. Poets sang about them. Historians kept a record of them. The story of the remarkable training these young Greeks received in their preparation for these games has come down to us through the twenty centuries that lie between. And so, in the year 1896 the nations of the world revived these old games, and each country sent a few picked athletes to compete against each other at Athens. A country unknown to the Greeks of the 103d Olympiad won this great international match. In fact, that country—America—has won every one of these contests since that time.

One of our most famous athletes bore the name of America's great naval captain, John Paul Jones. Jones, like Damiscus, was a long-distance runner, and made a lasting reputation for himself in many a hard-fought race. In 1913, at the Harvard stadium, he broke the world's record for the mile-run, winning in the remarkably fast time of four minutes and fourteen and two-fifths seconds.

Here is what Jones himself has to say of the training necessary for a young athlete to undergo before he can expect to become a good runner:

There is a great deal of self-sacrifice and self-denial necessary in making yourself from a raw recruit into a finished runner. The rewards, moreover, are by no means immediate, and sometimes they never come at all. You must pass through a long, hard novitiate of training, *training, and then more training*; and you always have ahead of you the possibility of being rejected at the end of your work.

Some men declare that they can run without training. Perhaps a few exceptional runners can do so, but those who do not train not only do not get the fullest results of which they are capable, but they lay themselves open to serious and permanent

injury. I should rather depend on a runner of average ability who trains conscientiously, than on a world's champion who does not train—supposing, of course, that it were possible to attain the rewards of championship without hard training, which is virtually impossible.

Once the race is on, do your best all the time, and do not forget to play fair. If you win let the spectators do the cheering; and if you lose take your medicine unflinchingly. Remember that there are two occasions on the track (and in life, as well) when a man should keep his mouth shut: when he wins and—when he loses. If you are the winner, no explanation of how you won is expected; and if you are the loser, no alibi or excuse will help you—just make up your mind to do better next time.

**Training the Citizenship Muscles.**—Do you see any reason why we should have told these stories of two great runners? What possible connection is there between citizenship and athletics? Think of all the reasons you can why Damiscus won his race. Which of these reasons do you consider the most important? What is the word Jones uses over and over again as he tells how to become a good runner?

Now what has all this to do with training young citizens? Some one has said: "The citizenship muscles of the future American man—and even more, women—must be exercised." What do you think that means? What is the significance of that break in the middle of the statement, "and even more, women"? What and where are your "citizenship muscles," and what kind of "exercises" should you go through with each day in order to give them proper training? Should this training be the same for both boys and girls?

A class of young citizens expressed their conception of how each citizen has both rights and duties by use of the following diagram:



## C I T I Z E N

## RIGHTS

## DUTIES

Freedom of Religious Belief.	1	Respect the Flag.
Freedom of Speech and Press.	2	Obedience to the Laws.
Right of Protection—Life.	3	Support the Constitution.
Right of Protection—Property.	4	Protect the Government against Enemies.
Right of Trial by Jury.	5	To get the Best Education you can.

**What Can I Do?**—One of the most useful citizens America has ever produced was Benjamin Franklin. Instead of saying: "Something ought to be done," he said: "What can I do?" Then he found that thing that he could do, and went ahead and did it. He invented a stove; he paved the market-square; he introduced street-lighting; he discovered electricity; he gave assistance to General Braddock; he proposed the Albany plan of union; he was diligent in his own business; he stood before kings. Surely Franklin was a most useful and industrious citizen, a great civic athlete, one might say. Picture him first as a poor lad, friendless and alone, with all his possessions on his back, as early one morning he walked up from the water-side through the quiet streets of Philadelphia.

Years pass away and we see him honored and respected as his country's most famous foreign ambassador at the court of King Louis XVI of France, or standing before King George III and his parliament, pleading the cause of the thirteen colonies. What do you think was the key to this great citizen's success?

**A Young Rail-Splitter.**—Many are the stories that have come down to us of the athletic prowess of young

ncoln. We have it on good authority that he was  
ond to none in swinging an axe, and before he was  
enty he was known as the "champion wrestler of  
ngamon County."

"He built the rail-pile as he built the state,  
Pouring his splendid strength into every blow,  
The conscience of him testing every stroke,  
To make his deed the measure of a man."

Do these lines fit what you know of the character of  
raham Lincoln? Can you think of any instances in  
life where he "poured his splendid strength into  
ery blow"?

If you like these lines get Markham's fine poem on  
lincoln, the Man of the People," and read more like  
em. There are some passages in this poem well worth  
emorizing. Write a paragraph or more for your next  
nposition in English, showing how young Lincoln  
ined his citizenship muscles.

**Training IN Citizenship.**—Here are two very impor-  
t words, as we have already seen, linked together by  
very small one. And yet that little word "*in*" is a  
y significant one if we would understand how to  
in ourselves to become citizen-athletes.

If you had recently made a new friend and he should  
l you how much he enjoyed swimming, and could go  
ough the motions of the Australian crawl and show  
u just how he would go at it to make the jack-knife  
re, you might have reason to believe that he was a  
od swimmer. So off you go at the first opportunity  
the swimming-pool, and you find that you can tell  
re about his ability as a swimmer after watching  
n *in* the water for a few minutes than if he should

stand on the edge of the pool and talk about swimming for a half-hour.

Likewise in tennis, one girl friend might tell another how much she loved this fine out-of-doors sport, how she had at last succeeded in mastering the difficult Lof-fard stroke, or acquired a swift driving serve. And yet you know that if you could only see her *in action* on the other side of a net, with a tennis racquet in her hand, you could tell more in short order about her ability as a tennis player than from any amount of glowing description about the game. It is getting them to "*do the thing,*" and not merely telling how much they know about it, that counts. And this is equally true of citizenship as well as of athletics. Get *in* and *do* it. That is how we all learn to do things better.

#### WHAT CAN I DO?

**Get In and Do It.**—Possibly some of you are wondering just how you can go about it to "exercise your citizenship muscles." Like Franklin your attitude is: "What can I do?" If you belong to a club or organization of any sort you realize that before you can begin to do anything as a group you must determine what it is you want to do, who are to be chosen as the leaders to direct the doing of it, and what rules or regulations are going to govern the process. You will recall that before the Pilgrim Fathers set foot upon the soil of New England they came together in the cabin of the *Mayflower* and drew up the famous Compact, agreeing among themselves to obey "such just and equall laws as shall be thought most meete and convenient for ye generall good." Then they elected John Carver as their Governor for the coming year.

If you wanted to get a group of boys to organize a baseball team, or build a hockey rink, or put in a diving-board at the old swimming-pool, you would begin by talking things over with some of them first. Later on the group would choose a leader, and possibly a treasurer to collect the dues from each member for the bat and ball, or lumber for the rink or diving-board. Then you would be in a position to go ahead and carry out your plans.

**A Civic League.**—A class of boys and girls in a junior high school organized themselves into a civic league in the following way. The principal of the school had asked the class to help him beautify and care for the grounds about the school. The class met to discuss his proposal and see what they could do about it. A boy suggested the planting of a couple of trees; a girl spoke of making flower-beds; another of putting in a hedge. Some one thought the fence between them and the next lot could take on a coat of paint to advantage. Others said it wasn't up to them to do anything about it at all. A girl replied that the least they could do was to stop throwing their lunch papers around the ground. Several wanted to talk at once, and this caused considerable confusion. There were other suggestions, but all this talk amounted to little simply because the class did not know how to go about it to make the wishes of a majority of the group felt. The teacher then suggested that they form themselves into a club, find a suitable name for it, draw up regulations, and elect their leaders.

**Organization.**—This they at once set out to do. The teacher acted as temporary chairman, and received nominations for a committee to draw up a constitution.

A committee of five was selected and then the meeting

was adjourned until this committee was ready to report. The committee organized with a chairman and a secretary and started out to draw up a constitution. At the suggestion of the teacher they obtained copies of other club constitutions, and used them as guides in drawing up their own. The chairman, in the meantime, had reported to the class that they wanted suggestions as to a name for the club, and also an appropriate motto.

When the committee was ready to report another class meeting was called, and the chairman read the constitution which they had prepared, article by article. Each article was discussed, some were changed a little, others were rejected entirely, and a typewritten copy of the constitution as revised was placed on the bulletin-board with the understanding that corrections and additions could be made at the next meeting and that the articles as then agreed upon would be the final ratification of the class. During these discussions the chairman of the committee on the constitution acted as leader.

**The Civic Service Club.**—There was considerable discussion over the name. Some of the suggestions were, "The Civic League," "The Civic Service Club," "The Full-of-Pep Club," "The Lincoln Society," etc. They finally, by the process of elimination, decided to call themselves "The Civic Service Club."

The following slogans were proposed as mottoes for the club. "Serve Your Community," "Useful Citizens," "Service," "Don't Talk: Do." They determined on the last and a committee was selected to prepare a pin or button with the letters "D. T. D." standing out from a background of the school colors.

The next step was a very important one, the election of officials for the Civic Service Club. Several natural

leaders had come forward during the discussions and there were several candidates for each office. One girl, in pushing the claims of a certain candidate, remarked: "I propose the name of Mary Robinson, for you all know she's a hustler and does things. and that is what this club wants in its leader." They selected four officers, a president, vice-president, a secretary, and a treasurer. Now they felt that they were in a position to carry out the purpose of the Civic Service Club in an orderly and efficient manner.

**Civic Projects.**—As Arbor day was only a few weeks away they decided to plan appropriate exercises for that day. Four young trees were secured by representatives of the club, a maple, elm, willow, and chestnut. A Committee of Arrangements in consultation with the principal and janitor selected the spots where the trees were to be planted, the boys dug the holes and the janitor explained the best method of transplanting. The whole school was invited to the affair and after appropriate exercises in the auditorium the four classes marched out to the school grounds. Each class then selected its best runner, and amid much excitement four swift-footed young athletes raced to see which class should have the choice of the four trees. After this event each tree was decked with the colors of its particular class and then each group went and planted its own tree, each member of the class throwing in at least one shovelful of dirt.

The next thing the Civic Service Club did was to start a campaign against lunch-litter. After watching the situation they came to the conclusion that the chief reason why so much litter was scattered about each day was the fact that there were no receptacles to put

loose papers in. So they drew up a dignified petition, addressed to the proper authorities in the City Government, asking for waste barrels. This petition they turned over to the principal, who in his turn sent it on to the proper person in charge. Nothing was heard from it. A delegation went to the principal to inquire about it and he again took the matter up with the authorities. Still nothing came of it. Then the Civic Service Club asked the principal's permission to send a delegation to interview the commissioner in charge of public property. This was granted and one morning, shortly after, when the club came to school they were delighted to find five new barrels in convenient places about the lawn, each labelled, "Please Put Your Rubbish Here." The secretary of the Civic Service Club then wrote a courteous letter of thanks to the public property commissioner.

But this did not stop the throwing about of lunch litter. There were still many who were careless, and the club decided to ask the seniors in the high school to help, and if individuals were seen to throw papers about, to request them then and there to place the papers in the rubbish barrels. Little by little the right attitude was acquired and that particular problem was solved.

Other activities were now undertaken by the club. During "Clean-Up" week, they appointed a committee to co-operate with the regular city committee appointed by the mayor. They started a drive to clean out their own backyards and cellars, and then cleared up an uncivic and unsightly lot near the school. They organized a movement to build a board running-track on a rough piece of ground back of the schoolhouse. The boys of the club worked with shovels and wheelbarrows, the manual training class drew the plans and laid the

## IN THE HIGH SCHOOLS

board track, while the girls worked up an entertainment to help raise the necessary funds. They invited public officials to come to the meetings of the club and tell them about the work of their particular departments in the city government, and always asked for suggestions as to how they could help. The chief of the Fire Department gave them a list of "Ten Don'ts" which the club had printed by the school printing-press, circulated throughout the school, and reproduced in the school paper. One other of their activities was the uncovering of an old historic landmark. They stirred up such a campaign about this that the Historical Society assisted them in placing a suitable marker upon the site. At Thanksgiving and Christmas they got in touch through their principal with a few poor but worthy families and filled baskets with meat and vegetables, clothing and toys, to meet the needs of each particular group.

**Similar Club Organizations.**—Other classes wanted to organize along the lines of the Civic Service Club, and soon there were several such groups in school. They found it very helpful, in fact necessary, in carrying on their many club meetings to have a working knowledge of parliamentary law. And so a committee, assisted by the teacher in charge, got hold of some good books on this subject and they drew up a few simple rules of parliamentary procedure. (See p. 127.)

**Projects in Citizenship.**—Many worth-while projects were carried out by these civic clubs. "Citizenship by Practising Citizenship" was the basic principle underlying all these school and community activities. Many of the projects actually carried out by them will be found in the list of "Projects in Citizenship" on



“EVEN AS STEPPING-STONES UNTO OTHERS”

**The Old Stone Door-Step.**—If the Civic Service Club had voted on the most interesting of the projects they put through in this the first year of their organization, the choice would undoubtedly have fallen on their successful effort in erecting a suitable marker for the old Harlow house. After some searching they uncovered some of the original foundation stones as well as the old door-step, of one of the earliest homes in the community. Captain Harlow had been prominent as an Indian fighter in the colonial days; in fact his home had been used as a block-house and place of refuge by the early settlers in times of Indian attack. A rough pyramid was built, using the original foundation stones, and then the old door-step was embedded in their midst. It was dedicated with exercises befitting such an occasion, and brief addresses were made by the mayor of the city, the secretary of the Historical Society, and the president of the Civic Service Club.

**The Pioneers.**—This project resulted in a desire on the part of the class to dig up other facts in regard to the early settlers in their community. They found that by far the greater number of the first inhabitants came overland from New England, followed shortly after by other pioneer families from Virginia and Maryland. Several members of the class then built up with clay a large raised map giving in relief the physical characteristics of the site of the community as it was in the days of the original settlement. This map reproduced the river on whose banks the first cabins were built, and showed the ferry that did the work of transportation before the days of bridges. It gave the hills as they were before they had been cut down to fill the hollows and the old creek

bottom. It also showed the large wooded section to the north where the early settlers hunted for game. This piece of work was done to scale very accurately after consultation with the records and some of the oldest inhabitants who had known the community from childhood. Particularly helpful were some old drawings found in the safe of the city engineer. All this brought out with great vividness the vast changes that had taken place in the countryside since those early days.

**"A Vast Unpeopled Wilderness."**—It requires, indeed, a great stretch of our imagination to sweep away as with a giant's hand all of our present-day life and surroundings in order that we may picture the land as it appeared to the first settlers. Yet this is just what we must do if we would understand aright the communities in which we live to-day. A great historian has said: "Would you understand the present? Then study the record of the past. History is the unfinished business of our fathers."

Three hundred years ago small bands of colonists were just beginning their settlements in the New World. These struggling little communities at first clung to the coast at convenient harbor-side or river-mouth. Then rude clearings began to appear in the woods and along the banks of the rivers. Within these clearings we see the log cabins of the first settlers. At their backs are the terrors of 3000 miles of ocean travel; before them, in the words of Governor William Bradford of the little *Mayflower* company, "a vast unpeopled wilderness."

**1620-1926.**—The years go by. The frail settlement on the seacoast has grown into a town, with ever-expanding commercial activities. Where stood the rude clearing on the river-bank is a populous city, counting

its citizens by the hundred-thousands. That thronging street was once a river path. Right above the route of the old-time toilsome ferry a great bridge throws its arches skyward. The river below, a teeming artery of trade, is alive with traffic destined for a thousand ports, yet a century ago its waters were disturbed only by the canoe of the Indian or the venturesome explorer ever moving westward.

**The Plymouth Colony.**—One of the most famous and best known of these colonizing attempts is the story of the founding of Old Plymouth. We are fortunate in having preserved for us the records of this settlement, told by its leading citizen, Governor William Bradford. And as we listen to this voice from the past something of the meaning of it all should become the permanent spiritual possession of each and every citizen of America. Just how did this little community go about it to provide itself with those things which it most needed? At first it must, of course, look about carefully and pick out "a place fit for situation." The people's next concern was shelter for their families and protection from the Indians. The settlement under way, they were confronted by the economic question as to how they should get a living and obtain an adequate food supply for their little company. Certain regulations were found necessary from the start, and we shall be interested to see how this community governed itself at its annual town-meetings.

**"Even as Stepping-Stones."**—At the very beginning of his famous *Journal*, Bradford gives the reason why this group of 102 people resolved to come to the "unpeopled countries of America" in order to begin a new community here. "Lastly (and which was not least) a great hope and inward zeal they had of laying some good

foundation . . . yea, though they should be *even as stepping-stones unto others* for ye performing of so great a work."

"Even as stepping-stones unto others." This was the purpose and this the prayer of the men of the Plymouth colony who met to draw up "ye first foundation of their government."

Bradford paints the picture for us in words that will never die as long as our present form of government shall endure. It was one of the great moments in American history when the forty-eight men of the company gathered in the cabin of the *Mayflower* and drew up and signed the justly famous compact.

"WE WHOSE NAMES ARE UNDERWRITTEN . . . SOLEMNLY AND MUTUALLY IN YE PRESENCE OF GOD AND OF ONE ANOTHER, COVENANT AND COMBINE OURSELVES TOGETHER INTO A CIVILL BODY POLITICK FOR OUR BETTER ORDERING AND PRESERVATION AND BY VERTUE HEREOF TO ENACT SUCH JUST AND EQUALL LAWS . . . AS SHALL BE THOUGHT MOST MEET AND CONVENIENT FOR THE GENERALL GOOD OF YE COLONIE UNTO WHICH WE PROMICE ALL DUE SUBMISSION AND OBEDIENCE."

"After this they chose Mr. John Carver . . . their governor for that year."

Here was a government resting upon "the free consent of the governed." Although they professed themselves "loyall subjects of our dread soveraigne Lord King James," yet the old doctrine of Divine Right of Kings was left far behind them and they determined to elect their own governing officials annually at their March

town-meetings. Behind them also were the rigid distinctions of class and birth; before them a land of equal opportunities.

When *Bradford's Journal*, taken to England during the Revolution, was returned to Massachusetts in 1897, Governor Roger Wolcott said in a speech delivered on that occasion: "This feeble plantation became the cradle of a free commonwealth. To them a mighty nation owns its debt. May God in his mercy grant that the moral impulse which founded this nation may never cease to control its destiny and that no act of any future generation may put in peril the fundamental principles on which it is based, of equal rights in a free state, equal privileges in a free church, and equal opportunities in a free school."

Let us for a moment study closely the political ideals underlying this simple form of government which the Pilgrims established.

It is very important at the outset that all should be able to see for just what things our nation is in their debt to-day and why they were "even as stepping-stones" to the generations yet to come.

Ex-President Eliot of Harvard College says of this Pilgrim community: "The scale of their wonderful experiment was small yet the results were vast beyond measure." He points out five political ideals given America by the Pilgrims:

1. A government was established resting upon the consent and co-operation of the governed.
2. All men were given the right to vote.
3. They chose their own officials.
4. "Just and equall laws" were passed "for ye generall goode."

5. Popular assemblies met regularly in order to transact "common business."

To-day the commonwealth of Massachusetts preserves *Bradford's Journal* as its most precious relic. It is kept under glass in the library at the State House. The old brown book lies open to the public gaze at the very page which describes this scene in the cabin of the *Mayflower*. And here 300 years since the event one is able to read, in the quaint old-fashioned script of William Bradford, the story of how they met on that November day to "frame such just and equall laws as should be thought most meete and convenient for ye generall goode."

#### LOCAL HISTORY

The story of the founding of the colony at Plymouth is, broadly speaking, paralleled in the history of the settlement of many other communities throughout the length and breadth of the United States. Names of persons and places differ, to be sure; as well as the details of local incidents. Yet the history of any community can be studied under just such headings as would be touched upon in the Plymouth story, *e. g.*:

1. Reasons for emigration.
2. Scouting out the land.
3. Physical characteristics of the site.
4. The first settlers.
5. Circumstances of settlement.
6. Early laws and customs.
7. Officials and leading citizens.
8. Industries and activities.
9. Important events.
10. Schools and churches, etc.

It is essential if one wishes to understand fully the present-day life and conditions in one's own community

to study the story of the growth of that community from its earliest beginnings. The following outline has been prepared with that object in view. Upon the foundation here laid one may build up a far better understanding of town and city activities.

### OUTLINE FOR THE STUDY OF LOCAL HISTORY

#### I. The site:

##### A. Location:

1. Boundaries.
2. Neighbors.
3. Area.
4. Sketch outline map.

##### B. Physical characteristics:

1. Hills.
2. Brooks and rivers.
3. Lakes and ponds.

##### C. Natural resources.

##### D. Good and poor features.

#### II. The settlement:

##### A. Reasons for emigration.

##### B. Scouting out the land.

##### C. Deed or charter.

##### D. Dangers and difficulties.

##### E. Local incidents.

#### III. The first settlers:

##### A. Location of first houses.

##### B. List of colonial houses.

##### C. Leading citizens.

#### IV. Early laws and customs:

##### V. Government:

##### A. First officials:

1. Names.

2. Terms.
3. How elected.
4. Duties.
- B. Town-meetings.
- C. By-laws.
- D. Incorporation as a town.
  1. Date.
  2. Population.
- VI. Public buildings:
  - A. Schools, church, town-house.
  - B. Early fortifications.
- VII. Streets and bridges:
  - A. (Add to outline map.)
  - B. Coming of the railroad.
- VIII. Colonial industries:
  - A. Their importance.
  - B. Their development.
- IX. History events:
  - A. Of local importance.
  - B. Of State-wide importance.
  - C. Of national importance.
- XII. Incorporation as a city:
  - A. Date.
  - B. Population then and at present time.
  - C. Copy of city seal.
  - D. List of mayors of city.
  - E. Leading events since incorporation.
- XIII. The schools:
  - A. Development from earliest schools.
  - B. The high school.
- XIV. The public library.
- XV. Installation and development of:
  - A. A water system.
  - B. The fire department.
  - C. The police.



D. System of parks, playgrounds, recreation fields.

E. Business enterprises.

*Hints and Helps:*

A *note-book* should be kept in connection with all the work in local history.

The *Public Library* will doubtless be able to furnish copies of local history for use in school room.

The *Historical Society* will undoubtedly be glad and able to give a great deal of valuable assistance and information.

*Pictures* of personages, places of historic interest, and photographs of old houses, etc., should be placed first on the bulletin-board and then in *note-book*.

*Descriptive material* could be mimeographed by schools having mimeograph machines. Each member of the class would then have a set for permanent possession. Thus day by day the entire story would be built up following the outline.

*Old residents* should be consulted whenever possible. Some of them might be induced to come and speak before the class.

A *raised map* built of clay, showing the physical features, places first settled, early roads, etc., would be a very interesting and helpful piece of outline work for the class to do. Work of this sort well and exactly done would be a lasting contribution.

*Special reports* from individual members of the class would arouse interest and be of value.

*Clippings* from the local papers could be pasted in the *note-books*.

*A local history booklet:*

A civics class became so interested in this subject that they prepared a series of articles on various matters regarding the early settlers in their community. These articles were turned in first as English themes, and then the best of them were published in the school paper. Some of them found their way into one of the local weeklies, and eventually the best of them were collected and printed in booklet form by a local publisher. A copy of this booklet came to the notice of the State Commissioner of Education, and he took occasion in a personal letter to congratulate the teacher of this class on the very valuable citizenship training she was giving these young people.

## V

### EXTRACURRICULAR PROJECTS<sup>1</sup>

"Action is the goal of civics teaching. The child who has tried to participate in any given situation will have a sense of reality about it that can never be had from conversation or books."

—Dr. Henry Suzzallo.

#### I. "OUR ACTIVE CIVIC ASSOCIATION"

NOTE: This organized piece of practical and constructive citizenship training is based on the principle that "Action is the goal of civics teaching." It was developed by Miss Abby E. Roys and her Community Civics classes, in Jersey City.

If training in citizenship is to produce any desirable results it must be carefully adapted to the group involved in it. This work is part of a two-year commercial course in high school. The other subjects are English, the commercial subjects, a minimum of mathematics, and physical geography. The commercial interest is by far the strongest, as the prevailing desire is to begin work as soon as possible. Anything which does not lead directly to that end is of much less interest. The question of one of them sums up the attitude of many: "My grandmother says this don't earn me no more dollars. Why do I have to take it?" The school law compels attendance to the age of sixteen, and many of them leave as soon as that fortunate point has been

<sup>1</sup> *Extra-Curricular Activities*, Professor E. K. Fretwell of Teachers College, in preparation. The Students Council Bulletins of The Lincoln School of Teachers College, New York.

reached. These unfavorable matters are offset by a minority of more intelligent, earnest ones, who long for more, but because of pressing poverty must add their earnings to the family funds as soon as possible.

Racially, almost every nation of Europe has contributed to the membership in the last year. There is a steady percentage from term to term of about one-half who are the children of foreign parents, and about one-third who have foreign grandparents. The rest have one foreign parent, or in a very few cases are native as far back as the grandparents.

About one-fifth of them work outside of school hours, and either give all of the money to their parents, or receive part of it for their own use. The great majority of them go to the movies once or twice a week, and some oftener. A very few seldom go. Nearly all have library cards, but they possess a very limited range in amount and quality of the books read. All of them read newspapers, mostly of the sensational sort.

The chief shortcomings are:

(a) A deadly indifference to mental activity of any sort.

(b) So limited a command of English that misunderstandings are very easy.

(c) Ignorance of much that we associate with American life. In personality most of them are well-behaved, lovable individuals, who succeed in getting a strong hold on the interest of a fair-sized group of teachers who have to deal with them.

An inquiry into the specific needs of a class like this leads to a rush of ideas likely to find expression in one word: everything. That is too ambitious a programme for five short months of contact, and a very few definite

objectives must be set. The following appear to be fruitful lines to work on in various ways:

1. Acquaintance with American ideas of group relationships and of government.
2. A wider spread of aspirations and ideals.
3. Development of the habit of active participation in group interests.
4. Acceptance or responsibility for the performance of certain duties.

In order to do very much with the first of these objectives a text is necessary. The pupils do not possess the information even in such a partial way that it can be developed by class discussion, and library work is beyond this group. The only substitute is dictation, which is a method wasteful of time and energy. A minimum amount of text material is selected and assigned in very short lessons, with definite questions and careful explanation. Even then very inadequate results are obtained.

For the attainment of the other ends a club organization is desirable. The appeal to adolescent interests of this sort has a tendency to break up the habitual inertia. They soon discover that if they do not do something, no progress is made. The duties are theirs, and the teacher does not take them over. The organization is kept as simple as possible. A constitution is drawn up with its provisions settled by majority vote under the leadership of the teacher as temporary chairman. This is followed by the election of officers and the appointment of a chairman for a programme. A permanent name, "The Active Civic Association," is kept from term to term, but each class decides the details of its constitution, and a majority vote of all the classes set-

ties the question of the term color. A permanent monogram pin is made up in the color chosen.

All of this has occasioned the use of some parliamentary law. The elementary provisions are insisted on, and a new sense of the importance of law and order begins to be apparent. They become proud of conducting business according to rule, and sometimes capable leaders emerge from the ranks. Statements must be accurate and definite, which brings a revelation of two besetting sins. When excitement reigns, the president's executive ability is put to the test, and the members gain a new idea of the meaning of self-control. Majority rule becomes a reality. A serious consideration of a concrete possibility of unfairness to the minority brought a unanimous vote on the just side of the question, although personal desire ran rather strongly the other way. The appearance of satisfaction was as great as if they had had their own way. Sometimes a minority member makes a heated announcement of withdrawal from affairs, but soon sees the necessity for "being a good sport," lest outer darkness be her lot. These and many other civic lessons come out of practice of the principles of parliamentary law in their own class situations. The difficulty is to secure enough real ones. The constitution, elections, colors, pins, and management of contests, simple debates, and programmes are the most obvious occasions, but unexpected ones often add to the list.

A simple plan of dramatization has been developed, and has proved itself very useful. The plays are written by members of the class on topics from the text-book, or for the civic holidays. Things as well as people talk, and a liberal use is made of kings, queens, fairies, and "spirits." Besides the training involved in putting it

together, and the value of doing a piece of work for the class, the use of homemade plays insures a level within the comprehension of the class, and their ability to perform it without much rehearsal. Time and place considerations hold us to a minimum for that part of the work, and usually the only solution is giving up part of the lunch period. Much of the ethical and general civic teaching is accomplished in their own speeches in these dramatic scenes. Things are much more important and convincing when put in that way. The participation in writing, directing, and acting gives opportunity for the overcoming of diffidence or nervousness, and for the development of the sense of personal responsibility. A class which has a well-developed bent for this kind of work invariably gets more out of the course than one which may have a little more mental ability but lacks the dramatic element.

In all of this there is still not enough of the development of personal initiative. A question of parliamentary law comes up occasionally, a five-minute play is given once a month, a debate or some kind of a contest once a term. The tenor of a class must determine what matters and how much of each will be added to the text. There must be something of a steady nature which will enlist those especially who are not going to get much out of the text. A modicum of course material must still be the requirement for completion of the work, but that is a matter of small concern to some of them. Something should reach their inner selves which live apart from school courses. The conclusion was reached that something closely akin to scout training would serve the purpose. If they could get the incentive to do things as the members of scouting organizations do, the need would

be met. Very few of them have ever been scouts. The development of the scouting morale and ideals under crowded public school conditions is a staggering problem, but a fascinating one. But surely something can be done to develop the idea of things "right worth winning," even though tangible, immediate reward is not forthcoming. It involves mapping out a course of action for one's self, and holding to it until a goal is reached. All of this gives the background for the plan of working for honors.

Material for this part of the work should relate to their duties as adolescent citizens, and these are concerned chiefly with home and school. Each item must be such that it can be carefully checked. This fact eliminates the home duties and many of those at school. Thus the lists so far have been confined to an enlargement of the work of the course, but at least an opportunity is created for personal initiative. The lists are named for Washington Lincoln, Cleveland, and Roosevelt.

Papers are handed in at any time, and other matters are checked as they occur. The papers are valuable to the teacher, as they give many pieces of enlightenment on home conditions, habits of thinking, and ideals. A wall chart records the progress of each individual by showing the number of each honor won, and its value in points. The goal was determined originally by class vote, and was fixed at sixty points. Those who win it receive a one-cent Perry picture of the person for whom the list is named. The idea is the same as that in the Camp Fire Girl's beads, but it must be something which will appeal to both boys and girls. When the honors are closed, a brief ceremony is held.

## THE CLUB CEREMONY

## CALL OF THE PRESIDENT

Members of the A. C. A., I hereby summon you to a consideration of our heritage. Some of our fathers labored and sacrificed here in the early days to establish a free and stable government. Others forsook home and kindred and crossed the sea, that they might secure for themselves and their children a better inheritance. These blessings they have passed on to us.

Guardians of citizenship, I summon you.

(*Enter Knowledge.*) I am Knowledge. I make possible the permanence of our Republican form of government, and the intelligent administration of public affairs. Unless you cherish me, your rights are in danger. (Steps back, keeping position before the class.)

(*Enter Obedience.*) I am Obedience. Without me you can never learn to command yourself or others. I follow the requests of all those who have rightful authority—parents, teachers, and public officers. (Joins Knowledge.)

(*Enter Respect.*) I am Respect—respect for one's self in body, mind, and spirit. I am respect for the rights and property of other people. I do not trample thoughtlessly upon the things which belong to the public, because they are the property of all of us. (Joins the other two.)

(*Enter Public Interest.*) I am Public Interest. If you become absorbed in personal pleasure and personal gain, you will lose the best of life—the unselfish devotion to the common good. (Joins the others.)

The teacher says: Only to those who strive for them will the best blessings of citizenship be given. The guardians have pointed the way. Let us, therefore, with steadfast purpose strive to follow them in order that our beloved country may endure.

(The Perry pictures are given to those who have won the honors with an announcement of the number of points each one has gained.)

All rise and recite the American's Creed.



## THE WASHINGTON HONOR LIST

1. Life of Washington.....	10	points
2. Learn the American's Creed.....	10	"
3. Not more than two days' absence in a month.....	10	"
4. No tardiness for one month.....	10	"
5. Report-card grades:		
(a) No failures.....	5	"
(b) Nothing below G.....	10	"
(c) Nothing below E.....	15	"
6. Prepare a programme.....	10	"
7. Take part in a programme.....	5	"
8. Hold office of president or secretary.....	10	"
9. Hold office of vice-president.....	5	"
10. Make a booklet about Washington.....	10	"
11. Write a current events report.....	5	"
12. Write a play.....	10	"
13. Take part in the club ceremony.....	5	"
14. Twenty topics, questions, and book reports taken from the text as additional work.		

Not all the members of a class become interested in winning honors, but those who do gain in initiative and self-reliance. The most marked change is in the attitude toward the group. They watch for opportunities to do something of class value, and plan for various enterprises with a feeling of responsibility for their success.

The entire course has been developed with the idea of reaching individuals by a varied programme. If one part fails to make an impression, perhaps another will, and the end of five months will find them a little farther along than they were at the beginning. Apparently any hope of marked results must be abandoned, but somebody and many somebodies must try to influence these representatives of a large class in our population. One consoling fact is that this is not the only time they will meet such things. Even now they report hearing the

same things over the radio, or some speaker comes to the school and tells them the very ideas their citizenship work has stressed. Surely in later years many more reinforcements will strengthen the beginnings made in D. H. S.

## 2. PROJECTS IN CITIZENSHIP

All the civic activities listed below have actually been carried out by civics classes or clubs in the public schools.

1. An anti-litter campaign:  
(a) On school-grounds; (b) in district or home street.
2. Clean-Up week.  
(A committee appointed by the civics class should report for study to the general city committee.)
3. Secure vacant spaces for gardening purposes.  
(a) Form agricultural clubs.
4. A campaign against the tussock moth, gypsy moth, or common tent-caterpillar.
5. The making of an out-door running-track, tennis court, or hand-ball court.
6. Arbor Day exercises. A bit of landscape gardening applied to  
(a) the school-yard; (b) the home.
7. Building of bird boxes and baths.
8. Building of cement walks around the school-yard.
9. A campaign against bill-boards.
10. A campaign for clean speech.
11. A campaign against the cigarette.
12. A Safety-First campaign.
13. A drive for better personal hygiene. Be specific.
14. A campaign against the abuse of school property.
15. A petition to the proper authorities to close a street for recreation purposes.
16. The building of a skating-rink.
17. The building of an extension for the boys' work-shop.
18. The control of line in filing.
19. Taking charge of (a) lunchroom; (b) study rooms.

20. A campaign against tardiness.
21. A thrift campaign; plan individual budgets.
22. The writing of cheerful, helpful notes to fellow pupils who are ill; a visiting committee.
23. The planning and management of class entertainments.
24. The collection of second-hand clothes, books, or toys for proper distribution to nurseries, hospitals, and worthy homes.
25. The preparation of baskets for Thanksgiving dinners to the needy of the neighborhood.
26. A community Christmas-tree.
27. Entertaining children at a hospital.
28. A chapter in the Junior Red Cross.
29. The dressing of dolls for poor children.
30. Join the Red Star League (against cruelty to animals).
31. Acting as guides or Junior police whenever or wherever a large crowd is to be handled.
32. Exhibits of the products of (a) school gardens; (b) sewing circles; (c) shop articles; (d) canning clubs, etc.
33. The cleaning up of some spot of civic or historic interest, and the erection of an appropriate tablet or marker.
34. A campaign to fight the white plague; purchase Christmas seals.
35. Campaign against fire: (a) fire-drill; (b) inspection of school; (c) the building of fires; (d) how to ring in an alarm; (e) playing with matches; (f) leaving things on fire-escapes.
36. Campaign against unnecessary noise in the street.
37. The formation of a school bank.
38. A campaign for a "Safe and Sane" Fourth of July.
39. Campaign for the proper observation of all patriotic or civic holidays, in school and out.
40. Organization and election of officers for (a) A Junior League; (b) Students' Council; (c) Debating Society.
41. Prepare a heavy cardboard map of town or city. Place colored pins on public buildings: (a) fire-houses; (b) police stations; (c) dispensaries, etc.
42. The beautifying of a little park in the town or city.
43. The making of a guide book of the vicinity.
44. Fixing up the "old swimming-hole" or a baseball diamond.
45. Appropriate celebration of Constitution Day.
46. Activities of the American Junior Red Cross.

47. A "swat the fly" or mosquito campaign.
48. Beautifying and adorning the school building; correlating with all school subjects.
49. Campaign against unsportsmanlike conduct at games.
50. Appoint committees to inspect (a) grocery stores; (b) butcher stores; (c) ice cream parlors, etc. (Supervise this carefully.)

### 3. ACTIVITIES OF THE AMERICAN JUNIOR RED CROSS

The American Junior Red Cross has an annual membership of over four and one-half million boys and girls. The Juniors of the American Red Cross are given only the simple forms of Red Cross service, which they can perform well and share in intelligently. These are the worth-while acts of service which they, themselves, may do for each other, for their homes, their school, their community, their country, and also their neighbors in other lands.

The American Junior Red Cross is organized in American schools. Children in public, private, and parochial schools who desire to carry on this service programme may form under leadership of their teachers local school auxiliaries or chapters. There are now 25,000 of these auxiliaries in the schools of the United States, and in our insular and foreign possessions.

There is no membership fee for Juniors, but each child who signs the membership roll of his school and wears the Junior button, "I Serve," must have earned this right through one or more of three avenues of service. The first way to earn this privilege is for the child to perform a significant service for the school or community or the local Red Cross chapter. The second way is to take definite part in school enterprises by which a Junior Red Cross Service Fund is raised. The third way

is to make a contribution to the Fund from money earned by personal service or personal sacrifice.

As is evident, the Junior Service programme is expressed in terms of citizenship and strives to make Juniors better citizens of the community, the nation, and the world. "Happy childhood the world over" is the aim of the Junior movement.

Once every month during the school year, National Headquarters publishes two magazines, the *Junior Red Cross News* and the *High School Service*. These magazines have much that is interesting and instructive and contain many descriptions of worth-while Junior Service activities.

Another very attractive Junior publication is the *Junior Red Cross Calendar*, which consists of ten pages, one of which is given over to each month of the year. Every schoolroom should have one of these calendars, not alone for their quaint and beautiful drawings in color, but chiefly because of the many suggestive Junior activities and services which are appropriate to that month.

The National Red Cross also distributes many circulars of activities which children may do, *e. g.*:

1. Activities of the Junior Red Cross in City, Town, and Rural Schools.
2. The American Junior Red Cross in the School.
3. Manual Training for the Junior Red Cross Auxiliaries.
4. Junior Red Cross School Correspondence, etc.

For further information in regard to "The Junior Red Cross" and for instruction as to how a class or school may take out a chapter in this national organization, write directly to The American National Red Cross, Washington, D. C., School Department.

#### 4. STUDENT COUNCILS—GENERAL ASSOCIATIONS

It is much more important that children learn how to govern themselves, to obtain in lawful ways what the majority of them want, to select their own governors and obey them, to understand voting and take an interest in politics, than that they learn how to bound Uruguay or do sums in arithmetic.

As it is at present children are trained in little autocracies. Thus when they graduate from school they despise politics. The consequence is that politics fall into the hands of men who are second class both intellectually and morally.

The remedy is to teach Democracy from the very kindergarten, so that the children coming out of school will be experts therein.

Every school ought to be a Republic. School children should be taught self-government. The only reforms that are permanent steps forward are those that begin in the schoolroom.

—Doctor Frank Crane.

It has been said that the true test of the greatness of a nation is "the extent to which the individuals composing it can be trusted to obey self-imposed laws." The same thing may be said, with equal truth, of a school. For, in a school as in a nation, some laws are undoubtedly necessary, and some liberty of action just and right. But the multiplying of laws is an indication of weakness; and overmuch liberty, merely license. True greatness is attained only when each individual recognizes inner laws and yields obedience to them.

The voluntary enforcement of these laws gives us a large and generous attitude that enriches and makes significant our lives. It is here that character is developed. It is here that we gain self-mastery; here that we become responsible members of society.

—Vevia Blair.

#### (a) A CONSTITUTION OF A GENERAL ASSOCIATION

##### ARTICLE I

##### *Name*

The name of this association shall be the General Association of the Horace Mann School.

## ARTICLE II

*Purpose*

The purpose of this association shall be to further the interests of all recognized athletic and social activities in the Horace Mann School, and to co-operate in promoting the general welfare of the school.

## ARTICLE III

*Membership*

The membership of this association shall consist of all who have paid the dues.

## ARTICLE IV

*Officers and Election*

SECTION 1. The officers of this association shall be the president, elected from the incoming senior year; the first vice-president, elected from the incoming junior year; the second vice-president, chosen by the Executive Board in the fall; the secretary and the assistant treasurer.

SECTION 2. The officers shall perform the usual duties of their respective offices.

1. The first vice-president shall have supervision over social activities.

2. The second vice-president shall have supervision over study halls.

SECTION 3. There shall be major and minor elections, the major consisting of the president, first vice-president, secretary, and assistant treasurer; the minor, of the managers and cheer-leader.

SECTION 4. A nomination convention shall be held at least one week prior to the general election.

1. Delegates to the convention shall be elected as follows:

A. The senior delegation shall consist of the President of the G. A., the President of the C. S. L. (the Civic Service League), and two delegates elected by the class.

B. Three delegates shall be elected from each of the other five years of the High School, and two alternate delegates from the freshmen, sophomore, and junior years.

2. Candidates for all offices shall be placed in nomination as follows:

- A. The senior delegation shall have the right to propose a list of candidates for each office to be filled.
- B. The delegates to the nominating convention shall have the right to make any changes in the list of candidates proposed by the senior delegation by a majority vote.
- C. A candidate for an office may be put in nomination by circulating a petition and securing 75 signatures thereto of members of the G. A.

3. The retiring President of the G. A. shall act as chairman of the nominating convention, and shall cast the deciding vote in case of tie.

4. Two-thirds of members of the nominating convention shall constitute a quorum.

5. Each candidate shall be approved by the High School office before she is declared nominated.

SECTION 5. The general election shall follow the plan of the Australian Ballot.

1. The treasurer shall be appointed from the members of the faculty by the principal.

SECTION 6. If at any time a school position in the G. A. should be vacant a special election shall be held.

1. The Executive Board shall serve as the nominating convention.

## ARTICLE V

### *Class Officers*

SECTION 1. Each class of the High School shall have for its officers a president, vice-president, secretary, and treasurer, elected according to the plan of the Australian Ballot.

1. In the nominations for class officers any one receiving 10 per cent of the total number of ballots cast shall be declared a nominee.

A. If this percentage cannot be secured, the number of nominations required shall be at the discretion of the President of the G. A.

2. There shall be at least two nominees for president. The nominee receiving the largest number of votes shall be declared



elected president, the nominee receiving the second largest number of votes shall be declared elected vice-president.

3. The term of office for the class officers shall be:

- A. In the senior high school, two semesters.
- B. In the junior high school, one semester.

## ARTICLE VI

### *Executive Board*

SECTION 1. The Executive Board shall consist of the officers of the association, class presidents, the athletic managers, the cheer leaders, and presidents of branch organizations.

SECTION 2. The Executive Board shall have the power:

1. To make and suggest rules and regulations for the welfare of the school.

2. To fix the dues of the association and apportion the same.

A. No money of the G. A. may be used except by appropriations passed by the Executive Board.

SECTION 3. No law of any description may be passed in any way contrary to or conflicting with any part of this constitution.

SECTION 4. Two-thirds of the members of the Executive Board shall constitute a quorum.

## ARTICLE VII

### *Meetings*

SECTION 1. Meetings may be called at any time by the President.

SECTION 2. Any law passed by the Executive Board may be repealed at a regular meeting of the association by the vote of three-fourths of the members present.

SECTION 3. The Principal shall have the power to veto any motion passed by the General Association.

SECTION 4. Two-thirds of the members of the association shall constitute a quorum.

## ARTICLE VIII

### *Branch Organizations*

SECTION 1. The branch organizations of the General Association shall be:

- 1. The Civic Service League.
- 2. The *Record*.

## ARTICLE IX

*Amendments*

SECTION 1. This constitution may be amended by a vote of two-thirds of those present at any regular meeting of this association, provided that such amendment has been proposed at the preceding meeting or has been posted in writing on the bulletin-board for at least two weeks prior to the meeting.

## BY-LAWS

## ARTICLE I

*Awards*

SECTION 1. All athletic awards shall be made at the discretion of the Physical Director, and in the case of teams, of the Physical Director and the Captain.

1. To receive insignia a member of a team must have played in one more than half the number of games scheduled.

2. The Executive Board shall have the power to make such other awards as it sees fit.

## ARTICLE II

*Rating of Offices*

SECTION 1. Offices shall be rated according to the following table:

10 points.

President of the G. A. (General Association).

President of the C. S. L. (Civic Service League).

9 points.

Editor-in-chief of *Record*.

8 points.

Bulletin Editor of *Record*.

7 points.

Editor-in-chief of *Mannikin*.

Treasurer of C. S. L.

5 points.

Vice-president of G. A.

Secretaries of G. A. and C. S. L.

Presidents of classes.

- Chapter leaders.
- Literary editor of *Record*.
- Business managers of *Record* and *Mannikin*.
- 4 points.
  - Manager of basket-ball.
  - Cheer leader.
  - Reporters of *Record*.
  - Editors of *Mannikin*.
  - Leading parts of Senior Play.
  - Assistant business manager of *Mannikin*.
- 3 points.
  - Alumnæ editor of *Record*.
  - Managers of hockey and tennis.
  - Art editor of *Record*.
  - Exchange editor of *Record*.
  - Major parts of Senior Play.
  - Stage manager of Senior Play.
  - Vice-president of C. S. L.
- 2 points.
  - Assistant chapter leaders.
  - Assistant treasurer of G. A.
  - Vice-presidents, secretaries, and treasurers of all classes.
  - Assistant business manager of *Record*.
  - Minor parts in Senior Play.
  - Prompter of Senior Play.
  - Property man of Senior Play.
  - Scenic director of Senior Play.
  - Costume mistress of Senior Play.
- 1 point.
  - Class managers of basket-ball, hockey, and swimming.
  - Class cheer leaders.
  - Non-speaking parts in Senior Play.
- 1. No student may hold more than 12 points.
- 2. The faculty shall have the power to disregard points as it sees fit.

#### A MEETING OF THE EXECUTIVE BOARD

The Executive Board of the General Association is the most important student group of the school, both be-

cause of its duties and because it is composed of the major elected officers of the student body. It is in effect the Student Council, and its opportunities for developing the right kind of student leadership are very great. The following stenographic report of a regular meeting of the Executive Board will show how the girls conduct business:

*Chairman:* The meeting of the Executive Board of the General Association is now called to order. Will the secretary please read the minutes of the previous meeting?

(Minutes read by Miss W.)

*Chairman:* Are there any additions or corrections?

I believe, Miss W., you neglected to say that this Court of Justice would deal with continued infraction of rules. Will you make that correction, please?

The first business before the meeting is the budget. Will the Chairman of the Committee on the Budget please make a report?

*Miss O.:* Madame Chairman, in the past year we have paid \$7.50 as G. A. dues. The funds have been apportioned as I have shown on the blackboard. I think it has been felt all through the school that the dues need to be raised, and there are two possible changes that I think might be made. I have put on the board the two plans the committee would like to suggest, one raising the dues to \$8.50 and the other raising them to \$10.00. We thought that \$10.00 was rather a large step so that we made one in between—the \$8.50. The only difference in the \$8.50 plan was that \$ .50 was given to *The Record* and \$ .50 to *The Mannikin*, while in the \$10.00 plan the classes were changed from \$ .40 to \$ .60, Dramatics from \$ .35 to \$ .55, *The Record* from \$2.00 to \$3.00, *The Mannikin* from \$2.00 to \$3.00, Athletics stayed the same, the G. L. the same, the G. A. the same, and *The Paint Pot* had \$ .10. They had never had anything before, and we thought because there were approximately three hundred students in the school that would give them almost \$30.00, and we thought that would be enough.

*Chairman:* Does some one wish to move that we adopt either of these plans?

*Miss B.:* Madame Chairman, I move that we adopt the \$10.00 plan.

*Chairman:* Is this motion seconded?

*Miss M.:* I second the motion.

*Chairman:* Is there any discussion on this plan?

*Miss S.:* Madame Chairman, it seems to me that it might be a good plan before we do anything definite to bring this up before the Parents Association, because after all the parents are the ones who will pay this additional amount, and so I think it would be wiser to find out just what they think of it.

*Miss A.:* Don't you think if the Parents Association were consulted they would naturally say that they didn't see the necessity for this increased amount? They don't really have a knowledge of how we use the dues exactly, nor how much we really need.

*Miss O.:* Madame Chairman, I think the step of raising the dues from \$7.50 to \$10.00 would be such a big one that the whole matter should be brought before the entire school, and I suggest that we present both plans to the school and explain the matter to them. Although the Executive Board has the power to limit and apportion the dues as it sees fit, I think that the school should be allowed to determine this.

*Miss W.:* Madame Chairman, last year it was suggested to the school that the dues be changed to \$10.00 and at the mere suggestion—why, they all gasped at the thought of it and were simply astounded, and I think just from that you can tell that the school was genuinely opposed to it.

*Chairman:* In connection with that, Miss W., I would give several reasons for even considering it. Under the old plan *The Mannikin* only received \$2.00 from each pupil. That means about \$500.00 per year. Now *The Mannikin* costs \$1200.00, and even were we to give *The Mannikin* \$4.00, which is twice as much as is now received, that would just barely pay for it.

There has also been the question of collections in the various classes, which is against the rules of the school. Classes do not seem to be receiving enough money, and they are constantly trying to solve this problem by taking up collections. There-

fore, all together, there seems to be a necessity for the immediate change introduced.

*Miss A.:* Madame Chairman, it seems to me, although the school seemed to be adverse to the suggestion of increasing the dues, that since they also object to the infrequency with which *The Record* appears, which is due to the lack of funds, it would be advisable to make the change notwithstanding.

*Chairman:* Then the suggestion is that we pass a motion to have the matter brought up before the entire school, and have them vote on one of the plans?

Is there any discussion on this \$10.00 plan?

*Miss W.:* Madame Chairman, if we consider this \$10.00 plan in order to give *The Mannikin* an extra dollar, it seems unfair because why should the senior year-book play a more important part in the school activities than anything else—for instance, the C. S. L. or other charitable organizations?

*Miss C.:* Madame Chairman, I don't agree with Miss W., because if you will look closely at the \$8.50 plan you will see the only things that are changed are *The Mannikin* and *Record*, while in the \$10.00 plan we are able to give more money to everything, that is, everything that needs it, and also give some to *The Paint Pot*, which has never received anything before.

*Chairman:* Is there any further discussion on the \$10.00 plan? If not, will all those in favor of accepting this plan please signify by saying aye? Contrary minded nay? The ayes have it.

Does some one wish to move that we place this plan before the school for a vote?

*Miss W.:* I move that this plan be submitted to the school for a vote.

*Chairman:* Is this motion seconded?

*Miss M.:* I second it.

*Chairman:* Is there any discussion?

*Miss J.:* Madame Chairman, I cannot see that there is any necessity of bringing this up before the school. When people are not interested in the G. A. and don't know the intricacies of how much money is required, they might not realize the necessity of this increased amount, while those who are more interested have more time to consider the matter.

*Chairman:* It is our place, of course, to keep the school interested in the intricacies of the General Association.

*Miss A.:* It seems to me it would be very necessary to submit the plan to the school because they are the ones who have to pay the dues.

*Chairman:* Is there any further discussion on this motion? (The motion is carried.)

The next business before the meeting to-day is the question of a Court of Justice. We took this matter up at our last meeting and discussed it very thoroughly, but we took no definite action—only discussed the merits and demerits of the plan, and decided that the details needed a great deal of thought before we took action. To-day I want the Board to take action, and it has been suggested that, if we voted to adopt the plan, the matter be brought up before the whole school. I would also like to call the attention of the Board to the fact that, if the plan is taken up, it would have to be considered in absolute seriousness, because if it should become a laughing matter the faculty would immediately put a stop to it, and it would be of no avail whatever and a farce. Now will you please discuss the question of the Court of Justice and whether or not you wish it brought up before the school?

*Miss L.:* I have been thinking this matter over and it seems to me if we do have the Court of Justice we will be able to settle for ourselves those matters which formerly have been handled by the faculty, and the faculty would not have to enforce the rules which we make. As it is, the faculty are in a position to regulate and administer most of the punishments that they deem advisable, so if we could enforce our own rules I think the faculty would no longer have to be considered in this connection.

*Chairman:* Perhaps I had better go over the plan again. The suggestion was that we have a Court of Justice or Discipline Committee to take charge of the punishment of continued infraction of rules. The committee would consist of the President of the G. A., the Chairman of the Study Hall Committee, and the Senior, Junior, and Sophomore Presidents of their respective classes.

*Miss A.:* I would like to ask what would determine whether a question should come before the Court or not. Who would

determine it? You just say "continued infraction of rules," and that is rather indefinite. How would you know whether it was necessary for a question to come before the Court or not?

*Chairman:* You remember at the last meeting Principal Pearson suggested that we write the Lincoln School and find out how this plan had been carried out there. I have here a letter and will read it:

"Lincoln has such a committee as you discussed. At the beginning of each year the council elects a chairman for the Department Committee. Her term runs through the year. At the beginning of each month each class president elects a class representative to this committee to serve for a month. The purpose of the committee is to judge the various offenses of the students and relieve the principals of that duty. Any one can report a student, and once reported the student stands trial. The sentence is made to fit the crime and the student has three days to appeal to the principal or director. There have been found, however, hardly any appeals. The committee is trying to have drives on various types of offenses. This suggestion was gotten from one of your meetings."

This perhaps will clear up Miss A.'s question.

*Miss L.:* Madame Chairman, there is this to be considered. If we have this court and people report other people, I don't believe that the rule will be carried out very well because it seems to be the policy of the school—and I think it is a very good policy myself—not to report other people. I mean it is sort of like telling tales.

*Chairman:* Is there any further discussion?

*Miss M.:* I should think that this matter would be left to the chairman of the committee. I should think that perhaps she would have the right to determine whether or not the case was important enough to come before the Board. Heretofore the entire question of discipline has been up to the President of the G. A., and under this plan she would not be assuming any more responsibility—in fact, not as much—as before.

*Miss B.:* It seems to me that as we all belong to the General Association, if we do disobey some of the rules, it is up to the



girls themselves to decide upon the punishment. I think it would be a good idea to put this before the school, so I move that we accept this plan.

*Chairman:* Would you like to move rather that we recommend this plan to the school?

*Miss B.:* I move that we recommend this plan to the school.

*Chairman:* (The motion is carried.) The next business before the meeting is the question of changing the date of our Executive Meetings. Heretofore these meetings have always been held on Wednesdays but since Mr. Hatch has a class on that day, and in view of the fact that he is our faculty advisor and is rather necessary to our meetings, we should change the date of the meeting. Does some one wish to offer a suggestion as to another day, or would you like to leave this matter up to the Chairman?

*Miss A.:* I move that the date for the meeting of the Executive Board of the G. A. be determined by the Chairman.

(The motion is carried.)

*Chairman:* Is there any further business to come before the meeting.

*Mr. H.:* Madame Chairman, just before the meeting adjourns I would like to say that I think the Executive Board today has passed some very important resolutions. I think you ought to consider them very carefully from several angles. If you are going to assume the responsibility which has formerly been a responsibility of the faculty, you assume a double responsibility—not only of judging but of bringing the particular offenders into court. You say you would not wish to report students, yet you do not want the faculty to be doing it all. Now, none of us likes the idea of telling on the other party, but if we are going to assume the responsibility, we must devise a scheme, as Miss B. says, for meeting that situation. I hope you all will give that matter a great deal of careful thought as to what you would be willing to do in this case.

*Miss L.:* Madame Chairman, perhaps it might be well to have a committee to work on it.

*Chairman:* Does the Board feel a committee is necessary?

*Miss A.:* I don't see what good a committee can do because there is nothing definite to find out.

*Chairman:* Of course, you all know it is the president's duty to consider the business . . . to anticipate such questions so that she may be prepared to answer them.

*Miss B.:* I think a committee would be well because, although we might give the matter some thought if left to one person, still by the other plan there would be a group of girls devoting a certain amount of thought to the matter and not just one girl, and in that way I believe we would procure a more satisfactory solution of this problem.

*Chairman:* Then do you wish to have the committee report, or merely have this business ready for the general meeting?

*Miss O.:* Madame Chairman, I think it would only be necessary to have it ready for the general meeting.

*Miss L.:* I think this motion is directly opposed to the motion that we leave the matter to the Chairman to look into, because now we are recommending that the matter be determined by a committee.

*Miss B.:* I think it would be wise to withdraw this motion and amend the motion that the Chairman investigate this matter. I am not sure, but in parliamentary procedure I believe you cannot withdraw a motion that has been seconded.

*Chairman:* Do you wish to rise to a point of order?

*Miss B.:* Yes, Madame Chairman.

*Chairman:* Your point of order is sustained. Any further discussion on this motion? (The motion is carried.)

May I suggest to the Board that any suggestions or recommendations that you wish to make be handed in either to me or to the chairman of the committee, whose name I will give to you.

Is there any further business to come before the meeting?

*Miss J.:* How are we going to provide for another second vice-president?

*Chairman:* A meeting will be called for the purpose of nominating and electing a new second vice-president as soon as possible. The Board, as you remember, serves as a convention.

If there is no further business, will some one please move that the meeting be adjourned?

*Miss J.:* I move that the meeting be adjourned.

(This motion is seconded and passed and the chairman declares the meeting adjourned).

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### THE SCHOOL SUPERIOR COURT

The following account is from the school paper and describes the meeting of the General Association at which the proposed Superior Court was considered.

On Tuesday of last week, April 15, a General Association meeting was held in chapel. The business before the assembly was that there be a court consisting of the president of the G. A., the chairman of the Study Hall Committee and the senior, junior, sophomore presidents. As we in this school have a student body to make rules, it seems only sensible to have some method of enforcing them. The one outstanding flaw is, of course, the element of tale-bearing that is bound to come up. The only way to eliminate this feeling is to have it understood that any girl who continually breaks the laws that she, herself, has helped to make, is not worth shielding, and, secondly, that to report to your class president a girl who has been disturbing the group is not "tattling."

An amendment was made to add the president of the third year to the list of court members and the entire suggestion was passed by the school.

Some of you may think this a meaningless innovation. We admit that it is not flawless, but it is the only method any student body has yet conceived to keep order. However, this court, or any court, cannot be maintained with any degree of success, unless each and every member of the community is seriously and actively interested in its welfare. This plan has been carried out successfully in various schools and colleges and we feel that Horace Mann will take her place readily in line.

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Helpful publications on Student Government: (1) *The Student Councils*. Published by the Lincoln School of Teachers College, New York City, 1922. (2) *Training in Citizenship in the Horace Mann School*. Bureau of Publications, Teachers College, New York, 1925.

### (b) CLASS NOMINATIONS AND ELECTIONS

The following plan has been used with success by classes in large city high schools:

#### I. *The Clerk*

The civics teacher acts as clerk.

#### II. *Nomination Papers*

All candidates must be placed in nomination by means of nomination papers. These papers are secured and signed in the following manner. Any one wishing to take out a nomination paper must go to the clerk and state that he wishes to take out a nomination blank for....., giving the name of the candidate and the office. The clerk then looks up the record of the candidate and if he or she is found to be in regular and satisfactory standing, prepares a nomination paper. Twenty-five (25) signatures (this number, of course, may be adapted to the size of class) are necessary to put a candidate in nomination, and they must be *bona fide* signatures of members of the class, with no duplicates or false names. Every voter may sign as many nomination papers for each office to be filled as there are persons to be elected thereto, and no more.

#### III. *Time of Filing Nomination Papers*

All nomination papers must be in the hands of the clerk for inspection not later than.....

#### IV. *The Election*

The election will take place on ..... The class will go to the city polling-booth, Ward 3, Precinct 2. (If the civics teacher cannot secure a regular polling-booth with ballot-box near the school, he can rig up a polling-booth in one of the school-rooms.) The ballots will be cast according to the regular Australian method, using printed ballots. Each voter should see to it that she is duly enrolled on the class or voting list. Specimen ballots will be posted in each classroom.

#### V. *The Officials*

The Warden, Deputy-Warden, Clerk, Deputy-Clerk, and

Checkers will be appointed by the Clerk from members of the class.

## VI. *The Polls*

The polls open at ..... and close at .....

### (c) STUDENT PARTICIPATION IN SCHOOL MANAGEMENT

"To train for democracy the school must be a democracy." This is the central ideal of our Student Council at Leonia.

The need for some such organization arose naturally from the real situations that were constantly arising in the school. Here, we felt, was our opportunity to establish an agency which would "practice both here and now, with satisfaction to themselves, those activities which will teach them to do better the desirable things which they are going to do anyway."

The Seniors were responsible for the first step in this movement for student participation. A resolution was introduced at a class meeting that a committee be appointed to study the situation of student government in neighboring schools. As a result of their findings, a simple type of Student Council was suggested, and the plan was approved by the Senior class. It provided the following organization: the officers of the Senior class, the presidents of the Junior, Sophomore, and Freshman classes respectively, the president and vice-president of the athletic association, two students selected by the principal from the school at large, the president of every school club duly accredited by the office, and a delegate representing the Junior High School. This resulted in a council not so large as to be unwieldy, yet truly representative of the student body in its various activities and interests.

At a designated period these students met and proceeded to organize, electing a president, a vice-president, and a secretary. The president was then authorized to appoint members to the following standing committees: a constitutional committee, a programme committee, a school improvement committee, and a committee for the regulation of traffic. In this way every member was assigned to a specific committee which worked as a unit in the attainment of the Council's objectives.

A month had hardly passed before the work of the Council was felt on every side. The programme committee had drawn up a roster of names of those who were to preside at the school assemblies and arrange for special speakers and assembly programmes. Several of these programmes were ably rendered by the various clubs of the school. The committee on traffic had solved an important problem of congestion in the lunchroom. By devising a new scheme of entrance and exit, the students were able to get their lunch more quickly and with less confusion and annoyance to all concerned. The constitutional committee drew up a plan of organization which was at once simple and practical, as well as democratic. An outstanding feature was the provision for a Student Court. This Court was to have jurisdiction over all cases arising out of student government in the school. Its decisions were to take the form of recommendations to the principal, who might confirm or modify the sentence of the Court.

The point of contact in this organization is in the system of proctoring. The proctors are students elected by the pupils of the session rooms. They are the representatives of the Council. As every one gets an opportunity to proctor, it is evident that some will be stronger

than others, but the teacher is also in charge wherever she may be, and is held responsible for the room, although, at her discretion, she may not be actually present all the time. Another important linking committee is appointed by the Council, whose business it is to supervise the proctors and see if there are any cases to be brought before the Court.

One of the first matters to engage the attention of the Court was a case of petty thieving from the lockers and coat-rooms. This the Council was determined to check. Three boys were apprehended, brought before the Court, and the case tried before the faculty member in charge. The clerk of the Court then made a fact-finding report to the principal. The parents of the three offenders were notified by the principal, and in the final hearing of the case the parents, the student officers in charge, and the office were all present. The Court recommended that the punishment in this case should be restitution and restricted privileges, and this judgment was sustained by the principal. The parents saw the justice in the decision and acquiesced in it. One of them afterward congratulated the principal on the fine type of officers of the Court, and expressed his admiration for the good work they were doing for the school.

In another case involving an outstanding boy in the school, the father did not acquiesce in the decision rendered by the Court. He felt that the proctor in charge had been unwise in his handling of the case, and questioned the authority of the Court to discipline his son. He even threatened to take the case before the Board of Education. The fact that the boy in question was a Senior and one of the leading scorers on the basket-ball team made the issue one of grave significance. Now it

was true that the proctor had not handled the case with tact, and had undoubtedly shown his authority in an unwise and somewhat arrogant manner, but the Court in its decision, and the principal in backing it up, felt that this did not justify the boy in breaking the rules and showing his disregard for properly constituted authority. He was suspended for ten days, during which time two basket-ball games were played and lost. But the morale of the Student Council was saved, the boy, himself, came to see the fundamental justice of the decision, and evidently got his father to look at it in the same light, for he never came before the Board.

As a part of the method of procedure in each case, the decision of the Court was rendered in writing and handed to the principal before it was put into effect. He then reviewed the action of the Court and would sustain, modify, or disapprove the decision. In each case he submitted a written statement of his position in order that the student officers and the teachers should understand the reasons for his action. The following cases are typical of this method of procedure:

Leonia High School,  
March 25, 1926.

Court Decision on Case Reported by Miss H——:

On account of misconduct F—— H—— is to be removed to Room 304; J—— S—— to Room 208; and G—— S—— to Room 205. They are to report not earlier than 8.30 to respective home rooms and are to leave school and premises at the end of the sixth period, unless detained by a teacher. This will continue for a period of three weeks. The first infraction thereafter will necessitate the calling of the parents.

R—— B——, Clerk.



(Statement)

March 29, 1926.

Principal's Decision on Student Council Court Decision on Case Reported by Miss H——, pertaining to F—— H——, J—— S——, and G—— S——:

Your decision has been carefully studied by me and all parties interested have been interviewed and allowed full opportunity to present their respective cases.

It must be recognized that under any system of Student Government it is not only the right but the duty of each teacher to help, in any way, proctors or members of the Council in carrying out those rules and regulations necessary to an orderly school. Although each teacher is willing and anxious to leave all possible authority and responsibility to student officers, he would not be doing his duty were he not to give such assistance as he thinks necessary and report such failures as he thinks best to the proper authorities.

I find that on two recent occasions F—— H—— has been sent to Mr. Noll's office; that J—— S—— has also been reported by Miss M—— for dishonorable conduct. I am convinced that these three students have tried to weaken and break down the authority of the Student Government as adopted by the students without dissenting vote, and that they have not shown the proper respect for rules and regulations made by Miss H——.

I cannot agree with the principle of distributing students in such cases to other session rooms. In individual cases it is satisfactory. As a general principle it is unfair to those session-room groups to which such pupils are assigned. Students must behave themselves in their own session rooms. If a proctor or teacher is unfair, there are always provided ways by which justice may be secured through appeal to the constituted authorities. The solution of such situations cannot come through disobedience or insubordination.

I decide that these three students are to remain in their session room, 102, that they may be included in the group directly under the charge of the proctors, or they may be considered a separate unit directly under the charge of Miss H——. If during the next three school weeks, ending April 23d, there is any report of disorder or disobedience on the part of these students,

their connection with this school will immediately end, it being a case of suspension or of reinstatement only after the parents have guaranteed their future good behavior.

I approve of the latter part of the decision of the Court that these boys be deprived of all privileges for a period of three weeks.

NELSON C. SMITH, Principal.

The next case is particularly interesting because it deals with the problem of tactlessness on the part of the proctor, and shows the principal exercising his prerogative to overrule the decision of the Court.

Leonia High School,

March 25, 1926.

Court Decision on Case Reported by Council Member on Proctor H—— K——:

The Court holds that in view of the fact that H—— K——'s conduct was deemed tactless it will dismiss complications arising therefrom. However, in view of the fact that I—— W——, W—— R——, J—— K——, and J—— G—— indulged in a game of cards during class period the Court decides that they be detained a week during the seventh period.

The first occurrence of any infringement will necessitate stringent measures by the Court.

R—— B——, Clerk.

(Statement)

Leonia High School,

March 29, 1926.

Principal's Decision on Student Council Court Decision Reported by H—— K—— pertaining to I—— W——, W—— R——, J—— K——, and J—— G——:

Your decision has been carefully studied by me and all parties interested have been interviewed and allowed full opportunity to present their respective cases.

The boys in question were, with other members of their class, placed on their honor, in the absence of Mr. U——, who was excused to do work in the interests of the pupils. Students using this period other than for Physics work, or, by permission of the

proctor, for other school work, showed a failure honorably to live up to the conditions which they knew to be imposed upon them. To play or handle cards was an additional serious offense, not because cards are necessarily bad but because the school is admittedly a place where they do not belong. To have or play cards in school might lead to reports which would seriously injure the good name of our school.

Careful inquiry leads me to believe that the action of H—— K—— was in the line of duty as he saw the situation. He certainly had the right to act if he thought his help needed. Whether or not his help was needed is certainly a debatable question. Inasmuch, however, as definite action is taken by the Court on the second count, I am willing to approve the plan of withholding at present further consideration of failure to obey a member of the Council. Thus must not, however, establish a precedent.

I approve the decision that I—— W——, W—— R——, J—— K——, and J—— G—— be detained after school during the seventh period each day of the present week. I consider the penalty a much less severe one than would have resulted had the case been reported to the office.

NELSON C. SMITH, Principal.

It has become increasing evident that the project of student participation at Leonia really affords a channel through which students may receive actual practice in those essential qualities of leadership and fellowship which arise out of real situations. There can be no better way to train young citizens for the civic responsibilities of the future.

—Faculty Member in Charge, Carl W. Suter; Principal, Nelson C. Smith, Leonia (N. J.) High School.

## STUDENTS' DAY AT THE HIGH SCHOOL MOST SUCCESSFUL

PUPIL PARTICIPATION IN SCHOOL MANAGEMENT SHOWS  
SPLENDID CONTROL AND INTELLIGENT LEADERSHIP

Last Thursday, June 3d, was "Students' Day" at Leonia High School. Supervising Principal Nelson C. Smith and his

fellow teachers stepped out of character for that day and the Students' Council stepped in to assume their rôles. All this was an experiment, and to many parents it may have seemed a somewhat dangerous one. The event, however, proved otherwise.

At the earnest solicitation of the Council, the local School Board was asked to grant them the privilege of "running the school for a day." The Council organized the necessary machinery, presented their plan to Mr. Smith, and a day was selected for the experiment. All the teachers went visiting on that day to neighboring schools. Mr. Smith was "somewhere" in the borough, to be sure. But the only "Mr. Smith" that visitors were able to locate was "Principal" Sigurd Severund, who met them in his "office" and with quiet dignity and courtesy gave them the desired information in regard to the school and its programme for the day. "Principal" Severund is a senior, nominated by his class and elected by the pupils at large for this proud distinction. His "Vice-Principal" was Edna Newby, a Junior, nominated by her class, and elected at large.

The General Committee in charge for the day consisted of Robert Bodet, Evelyn Cunningham, Clara Mallory, William Foster, James Tederco, and Edith Wilford.

The opening exercises in the assembly were particularly impressive. The Council had obtained an old friend for their speaker, and he gave them one of his usual helpful talks. "What a great teacher Doctor Taylor would have made!" one of the members of the Council observed afterwards. He could not have asked for a more attentive audience, and was given a hearty cheer at the end of his inspiring address. Evelyn Cunningham was directing the orchestra in the rôle of Miss Bates.

Then came the regular work of the day. And it was regular work. That perhaps was the outstanding feature of Students' Day. For instance, the class in Ovid, under the guidance of Alfred Perlini, got right down to business. The translations were not too "free" and even points of "grammatical construction" were handled with ease and despatch. In one of Mr. Suter's divisions "Taxation" was the "pièce de résistance" for the day. A real discussion was in progress under the able direction of Zabelle Chamalian. There were honest and open differences of

opinion as to what constitutes a good tax, and the visitors were taken into the discussion as naturally and deferentially as one could wish.

Of course there were anxious moments for "Principal" Sevrund and his committee, but they were assured on all sides by both visitors and pupils that it was "going great." A number of representatives from other schools having student government organizations, and several parents, although nowhere near enough, availed themselves of this exceptional opportunity.

Professor Edward Thorndike, the leading psychologist in the United States, in an address on "Education for Originality and Initiative," lays down this rule as fundamental in training the civic virtues. "Provide those situations which call the active virtues of citizenship into play and make their exercise satisfying."

When the School Board granted permission to the Students' Council for a "Students' Day" they "provided the situation." Self-government or self-control is certainly one of the "active virtues of citizenship"; and the whole-hearted recognition by the pupils themselves as to the success of the experiment is proof positive that this particular "exercise was satisfying." It is in just such exercises as this that right habits are made and strengthened. It is in just such exercises as this that the fibre of Democracy grows sound and strong.—Article in local press.

## 5. THE DEBATING CLUB OR SCHOOL CONGRESS

The Debating Society or School Congress is a well-nigh indispensable adjunct to the work in civics. Much training of lasting value may be secured in these school forums. Live topics, uppermost in community life, may be taken up more freely here than in the classroom. These societies give excellent training in parliamentary practice, self-control, ability to think on one's feet, and forcefulness in speaking before groups of people. The members may stage to good advantage such things as a Mock Trial, a New England Town-Meeting, a Court of Naturalization, a Session of Congress, or a meeting of the

City Council. The work can be made inspirational as well as informational.

Three years ago a group of girls in the Horace Mann School interested in modern problems formed a debating club which they named "Phi Alpha Theta." These Greek letters signify "Light not Heat," and the expression came from an incident arising out of one of their animated classroom discussions in a previous year's work (see p. 216). "Light not heat" is their ideal, for they are first, last, and always seekers after truth.

Each year they are given instruction in brief drawing, the use of *Reader's Guide*, as well as in form and delivery. Debates are held every two weeks within the club, and now and then an outside debate with representatives from one of the upper classes or with an outside school.

The supervisor of this particular activity should be particularly careful to guard against insincerity, superficiality, and intellectual dishonesty. Whenever the programme committee arranges a subject for debate, a general discussion on the subject is held, references are compiled and placed on a special shelf in the library, and those who are selected to participate in the debate do so only after careful reading and thinking on the subject. No member is allowed to speak on a side in which she does not honestly believe. We are not desirous of securing merely a clever presentation, or to gain the ability to speak as readily on one side of the question as the other. This particular attitude toward debating we heartily disapprove. We trust that any participant would approach the subject in hand as follows: "After careful thought and the reading of several authorities differing in their points of view I now find myself in sympathy with the affirmative side in this argument."

While we believe in open-mindedness, we nevertheless try to guard against that attitude of mental tetering which comes from a too constant evaluating of fact against fact, for in the long run such training tends to a flabby open-mindedness. Rather we are after what Doctor Kilpatrick calls "a reasoned self-confidence" which says: "As I now see it, this is what I believe, and here I take my stand." To be sure, the essence of critical thinking is suspended judgment, as Doctor Dewey says, but there comes a time when each and every one of us should take his position definitely and positively because of the reason of the faith that is in him. Let him then marshal his facts to the best of his ability, and state them with the earnestness and courage of his convictions.

For guidance use *The High School Debate Book*, by Robbins, published by A. C. McClurg & Co., Chicago, Ills.; *Both Sides of 100 Public Questions*, by Shurter-Taylor, published by Hinds, Noble & Eldridge; *Essentials of Argument*, by Stone & Garrison, published by Henry Holt & Company; *Debating for Boys*, by Foster, published by The Macmillan Company (especially suggestive); *American Democracy*, by Greenman and Meredith, Houghton Mifflin Co.

## 6. CREEDS AND SLOGANS

### THE AMERICAN'S CREED

BY WILLIAM TYLER PAGE

*Clauses from the creed are in bold type ;  
explanation of source in light type.*

**I believe in**

**The United States of America**

Preamble, Constitution of the United States

**A Government of the People, by the People,  
for the People**

Preamble, Constitution of the United States

Daniel Webster's speech in the Senate, January 26, 1830

Abraham Lincoln's Gettysburg speech

**Whose Just Powers are Derived from  
the Consent of the Governed**

Thomas Jefferson, in Declaration of Independence

**A Democracy in a Republic**

James Madison, in The Federalist, No. 10

Article X of the Amendments to Constitution

**A Sovereign Nation of Many Sovereign States**

E pluribus unum. Great Seal of the United States

Article IV of the Constitution

**A Perfect Union**

Preamble to the Constitution

**One and Inseparable**

Webster's speech in Senate, January 26, 1830

**Established Upon Those Principles of Freedom, Equality,  
Justice and Humanity for Which American Patriots  
Sacrificed Their Lives and Fortunes**

Declaration of Independence

**I Therefore Believe it is My Duty to My  
Country to Love It**

In substance from Edward Everett Hale's "The Man  
Without a Country"

**To Support Its Constitution**

Oath of Allegiance, Section 1757, Revised Statutes  
of the United States

**To Obey Its Laws**

Washington's Farewell Address

Article VI, Constitution of the United States



**To Respect Its Flag**

National Anthem, The Star-Spangled Banner

Army and Navy Regulations

War Department circular on Flag Etiquette, April 14, 1917

**And to Defend It Against All Enemies**

Oath of Allegiance, Section 1757, Revised Statutes  
of the United States

**A CIVIC CREED**

I believe in America, the land of all nations, but of one nationality.

I believe in a knowledge of my country's history and a respect for her traditions, that they may continue to be "even as stepping-stones" unto others, as was the purpose and the prayer of the Fathers.

I acknowledge my personal responsibility as a citizen of this great Commonwealth and I dedicate myself to a life of service and usefulness in my community.

I believe in America's future as an inspired leader of Democracy, and I look forward to the brotherhood of all mankind.

Hyannis (Mass.) Summer School. 1917.

**THE ATHENIAN OATH**

TAKEN BY THE BOYS OF OLD ATHENS WHEN THEY WERE  
ADMITTED TO THE ARMY

We shall never bring disgrace to this, our city, by any act of dishonesty or cowardice, nor ever desert our suffering comrades in the ranks. We will fight for the ideals and sacred things of the city, both alone and with many. We will revere and obey the city's laws, and do our best to incite a like respect and reverence in those above us who are prone to annul, or set them at naught. We will strive unceasingly to quicken the public's sense of civic duty. Thus, in all these ways, we will transmit this city not only not less, but greater, better, and more beautiful than it was transmitted to us.

RESOLUTIONS ADOPTED BY THE BOY SCOUTS  
ON THEODORE ROOSEVELT

He was found faithful over a few things, and he was made ruler over many; he cut his own trail, clean and straight, and millions followed him toward the light.

He was frail; he made himself a tower of strength. He was timid; he made himself a lion of courage. He was a dreamer; he became one of the great doers of all time.

Men put their trust in him; women found a companion in him; kings stood in awe of him; but children made him their playmate.

He broke a nation's slumber with his cry, and it rose up. He touched the eyes of blind men with a flame and gave them vision. Souls became swords through him; swords became servants of God.

He was loyal to his country and he exacted loyalty; he loved many lands; but he loved his own land best.

He was terrible in battle, but tender to the weak; joyous and tireless, being free from self-pity; clean with a cleanliness that cleansed the air like a gale.

His courtesy knew no wealth or class; his friendship, no creed or color or race. His courage stood every onslaught of savage beast and ruthless man, of loneliness, of victory, of defeat. His mind was eager; his heart was true; his body and spirit defiant of obstacles, ready to meet what might come.

He fought injustice and tyranny, bore sorrow gallantly, loved all nature, bleak spaces and hardy companions, hazardous adventure, and the zest of battle. Wherever he went he carried his own pack, and in the uttermost parts of the earth he kept his conscience for his guide.

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CIVIC ACTIVITIES

*Cartoons:* Have a "Cartoon Corner" and each recitation have some one pupil responsible for bringing in a cartoon, explain its significance, and then place it on the bulletin-board. Encourage original cartoon-drawing.

*Posters:* Posters should be collected and studied by the class.

Let them discuss the "appeal" of each poster and try their own hand at poster-making.

*A Civic Camera Club:* The purpose here is for those having cameras to take pictures in and about their own community to illustrate civic and uncivic aspects.

*Watch this Spot:* A board reserved for the purpose of contributing some special civic thought for the day or week, *e. g.*, "Now God be thanked who matched us with this hour" or "Character is what we are in the dark."

*Current Events Bulletin-Board:* Place board either in classroom or main corridor, and have a new committee appointed each week. Must be both attractive and worth while.


*Slogans:*

1. On small buttons in class or school colors:

(a) D.T.D.—Don't Talk; Do.

(b) U.C.—Useful Citizen.

(c) S.Y.C.—Serve Your Community.

(d)  All for one  
and  
One for all.

2. On Sleeve-bands in class or school colors:

(a) sTs—Senior Traffic Squad.

(b) sAc—Students Council within School letter.

3. Single words:

(a) Co-operation.

(b) Service.

(c) Comradeship.

(d) Onward.

(e) Loyalty.

4. Phrases:

(a) Be Prepared.

(b) We Serve.

(c) For School and Country.

5. Acrostics:

(a) Consideration.

Obedience.

## EXTRACURRICULAR PROJECTS

U—You.

Resolved.

To-day.

Every day.

Satisfactory to.

Yourself.

(b) Stamina.

Efficiency.

Responsibility.

Vision.

Initiative.

Co-operation.

Education.

(c) Citizenship Builders.

—Prepared by *The Youth's Companion*, Boston, Mass.

## VI

### STUDENT SUPERVISION<sup>1</sup>

#### STUDY HALL

Of all the problems of school life which belong jointly to the administrative officers and the students, at least in schools which have some form of student government, the study hall is perhaps the most general if not the most interesting. There are many solutions of it conditioned by the specific needs of each school, but it still remains a moot question, with suggestions and improvements constantly being worked out.

In the Horace Mann School for Girls the conduct of the study hall in the Senior High School has been gradually taken over by the General Association under rules which the students have worked out, the Junior High School study hall remaining still in the hands of the faculty. The present method of supervision is not perfection, but it seems to be an effort in the right direction; that is, to make each individual student responsible rather than to place the burden of keeping order on a monitor or supervisor.

The study hall committee, which is one of the major committees of the General Association, consists of two members from each of the classes of the Senior High School elected by the class, a faculty member elected by the Welfare Committee, which is a faculty body, the

<sup>1</sup> From *Training in Citizenship in the Horace Mann School*. Published by the Bureau of Publications, Teachers College. This extract on "Student Supervision" was compiled and written by Miss Helen Cosgrove, High School, English Department.

President and Second Vice-President of the General Association. The Second Vice-President is the chairman of this committee, whose duty it is to make study hall regulations and enforce them, subject to the approval of the Welfare Committee.

The study hall is held in one of the largest of the section or home rooms. For each period there is appointed by the chairman of the committee, from the list of students due at that hour, a student supervisor, and an alternate whose duty is to substitute for her as need arises. These student supervisors serve for two months, but are subject to removal at any time. It is the duty of the faculty supervisor to assign seats and to take attendance some time during the first ten minutes of the period. Taking attendance, however, is the only part of study hall conduct that comes under faculty supervision, and when it is finished the faculty member leaves. If the supervising teacher should fail to come within the first five minutes, the student supervisor notifies the office. Otherwise the conduct of the study hall is in the hands of the student supervisor and the girls themselves under the following rules, made by study hall committee.

#### GENERAL RULES

1. Permission to communicate about work may be obtained from the supervisor. Only two girls may communicate at the same time.
2. No girl is excused from study hall without a written permit except to go to the dressing room or office.
3. Only one girl may leave the room at a time.
4. She is to sign her name at the desk when leaving and cross it off when returning.

5. A girl may go to the office at any time, provided she puts the word "office" under her name.
6. A student may not enter the study hall after the first three minutes without a written excuse from the office.
7. No pencil sharpening shall take place after the first five minutes.
8. A girl must sit in her assigned seat.
9. No student may open any desk other than her own.
10. Students desiring to study together should obtain a permit slip from the teacher who assigned the work and take it to the office, and there be assigned to a free room.
11. All excuse blanks must be delivered at the beginning of the period.
12. It is necessary for all girls to have an excuse blank to see a teacher and for all except seniors to have a library slip to go to the library.
13. Seniors may go to the library without permits, but they must sign the register at the desk.
14. A student not regularly scheduled for a period may be admitted upon presenting to the supervising teacher a permit from the section teacher or the office.

In the course of the past year the first rule allowing girls to communicate was so much abused that it was changed at the suggestion of the students to read:

"There shall be no communication after the first five minutes." This seems to be more satisfactory in its working out than the first rule, although its weakness seems to lie in the fact that there are too many conceptions of what is meant by communication.

As is to be expected, some study halls are very much better than others, a number of factors in the students'

estimations being responsible for this variability. Some supervisors are stronger than others, being the type of individuals who seem able without effort to create an atmosphere of work; others fail through self-consciousness, a fear of incurring the dislike or displeasure of more popular girls, or a lack of knowledge of group co-operation. Another factor is the group of girls in the study hall. Several poor workers or even one individual sometimes who "doesn't feel like working" can put a whole study hall out of tune. On the whole, however, the general progress seems to be in the right direction.

#### THE LIBRARY

Some time in the fall of 1923 it was decided at a meeting of the Executive Board of the General Association that a change in the method of maintaining a proper atmosphere of quiet in the library was desirable. Discussion with the librarian resulted in a plan whereby the several detailed rules for library behavior which had formerly been in force were discontinued, and a plan substituted which placed each student on her honor to keep the library a quiet place for reading and study, with necessary communication permitted.

A year's trial of the new plan has seemed to develop individual responsibility and mutual consideration to a noticeable extent. Certainly the library atmosphere is more natural and pleasant, and the attitude of the girls toward the occasional admonitions that are inevitable is more graceful than when frequent reminders about infractions of small rules were the order of the day.

Besides affording the students an opportunity and incentive for acquiring quiet habits and a sense of responsibility toward others through the proper use of time



Nothing has been said about the personal responsibility required to choose one's food wisely in relation to one's other meals, or to the money one has to spend. This should have a most careful consideration, as lifelong habits are laid which may greatly affect later health. Often the case is not that one doesn't know what one ought to take, but the appeal of the "sweet" or "sour" is too great; one sees and is conquered.

The lunch-room, then, is a place in which certain of the most primitive instincts of human nature rise to the surface—those of food getting, of clan gathering, of play after periods of restraint. All of these are natural. But in order that the good of all may be considered, the girls are encouraged to build their own restraints, and thus find the greater liberty toward which we are all working.

## VII

### TRAINING IN HONESTY IN THE HIGH SCHOOL

No group exists long without having situations arise in which some phase of honesty is involved. In a school, however, situations including questions of honesty sometimes must be anticipated, even provided, that members of the group may have occasion to develop and practise principles of life conduct.

The most outstanding instance of training in honesty in school life concerns undoubtedly mental integrity, and a consistent effort is made in every class to set up the ideal of sincere expression of honest opinion. Very early in the English and History classes the matter of plagiarism arises in regard both to theme and note-book work, and a careful distinction is worked out between the legitimate use of assimilated subject-matter in writing themes and compiling notes, and the verbatim use of undigested material. For example, in one history class in which outlines are given to the entire class by the teacher, it is permissible in case of absence to copy the sections missed from a classmate's book. The granting of such permission, however, occasions a discussion of the ethics of copying notes or reading, pointing out the fact that since the compilation of the notes involves discrimination in selection of facts, to copy would be dishonest. In English composition work the ethics of plagiarizing may be very effectively presented by giving assignments in note-taking preparatory to writing a theme, thereby anticipating, if not always preventing, the "book theme."

Nothing has been said about the personal responsibility required to choose one's food wisely in relation to one's other meals, or to the money one has to spend. This should have a most careful consideration, as lifelong habits are laid which may greatly affect later health. Often the case is not that one doesn't know what one ought to take, but the appeal of the "sweet" or "sour" is too great; one sees and is conquered.

The lunch-room, then, is a place in which certain of the most primitive instincts of human nature rise to the surface—those of food getting, of clan gathering, of play after periods of restraint. All of these are natural. But in order that the good of all may be considered, the girls are encouraged to build their own restraints, and thus find the greater liberty toward which we are all working.

## VII

### TRAINING IN HONESTY IN THE HIGH SCHOOL

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The keeping of science note-books and books of geometry brings up other phases of intellectual honesty. Take the case of geometry, for instance. Ease and ability in working out originals is a test of individual power. However, although acceptance of a solution would hardly be honest, acceptance of a hint or "a lift" is permissible, if acknowledged. The obvious evidence of this state of affairs in one class is in the variety of statements appended to solutions of originals: "I did this independently," "Jane suggested step 3," "Father drew the construction lines, but I did the proof," and the like.

In science, particularly in the classes in which there is laboratory work, the issue is very clean-cut. Not only is the question raised of personal honesty in reporting in one's note-book the actual conclusions of one's observations in experiment, but there must be consideration of the honor of the instructor who must vouch for the book, as a piece of independent work, to the college to which it is presented.

The very nature of science in its many relations to life offers endless opportunities for presenting high ideals of intellectual honesty. In criminal cases so frequently figuring on the front pages of the daily paper, life often hangs on the reports of chemical analysis. Interpreting results in the investigation of disease and medicine offers an example of a case in which intellectual honesty is imperative. And in an active thinking group such instances will multiply and furnish almost endless material for worth-while discussion.

In many classes there is discussion, and wherever there is discussion there is occasion to distinguish between rash generalizations and established facts, between insincere word-play and honest expression of opinion. Until the

point is made, few individuals realize what a double-barrelled weapon the habit of insincere word-play is, in that it not only marks the user as being of questionable honest-mindedness, but it is possible that his example is bad for others. In this connection, of course, there is the omnipresent evil of bluffing.

In the languages—both ancient and modern—the teacher has to be ever on guard against the old evils of “cribbing,” copying, and outside assistance. It is not an uncommon sight to see a group of girls surrounding an able student just before the Latin class is called. Undoubtedly there are times when the able student can lend a helping hand to advantage to a student who is slow or who has been absent; but too much of such assistance results in a lack of self-reliance and initiative, a tendency to depend on others, and a loosening of the moral fibre. Where this type of “assistance” becomes general, its eventual result is to cheapen honest effort and lower the value of regular, consistent achievement.

In every class incidents and situations where “honesty” or “right attitudes” are involved may arise at any moment. These situations may not often be foreseen, and consequently have to be handled to meet the exigencies of the individual case. Some of our most helpful training in citizenship may result from such experiences because they are vital and real. Doctor Thorndike feels that the teacher should welcome and utilize those “situations that bring the active virtues into play and make their exercise satisfying to the individual.” This is the guiding principle. The following incident is typical and took place in a sophomore class, numbering thirty-one pupils. The instructor was to be absent for a day and left a test to be given to the class by its duly elected

chairman. On the following day, before school, the leader came to the instructor and reported that she did not think the ratings on the papers should be added to the monthly average, as a number of the girls had cheated during the examination period. When the class met for the next lesson the teacher turned the papers back to the chairman, simply saying: "During my absence you wrote the following test papers. I am now returning them to your chairman, in whom I have great confidence. Now I am going to leave you again." This was all he said, but as he left the room he called their attention to a statement which he had written on their "WATCH THIS SPOT!" bulletin board. It was a sentence from one of the splendid talks which Doctor Fosdick had recently given in the school assembly, "Character is what we are in the dark."

After twenty minutes he was called in, and immediately took up the lesson of the day. The papers were not in evidence and no comment was made by any one. Later the chairman in reporting what happened in the private class meeting, said that several of the girls had stood and confessed that they had not "played fair." A long discussion followed, and she felt that most of the girls had been made to feel the seriousness of this act. The next day the teacher found in his mail the following note from the class secretary:

"My dear Mr. ———

The class in History feels that it owes you an apology as to its conduct on the day of the exam. We hope that you will accept it and be assured that in your absence again the girls will know what honor really means.

Sincerely,  
The Class of ———"

The teacher took the matter no further than to acknowledge the receipt of the note.

These briefly quoted examples are only a sampling of the instances in which questions of honesty are arising and being considered in every class group. It may not be organized as character training, but it is none-the-less consistent, emphatic, and far-reaching.



## VIII

### PARLIAMENTARY PROCEDURE SIMPLIFIED

It is to be doubted if any training we can give in our schools is more helpful in developing individuality and leadership than the training that comes from a wise following of the uses of parliamentary procedure.

At first, of course, the organization must be simple and the rules of procedure not too complex. Let the class or group organize itself into a Lyceum with appropriate name and object and a simple constitution. Officials could then be elected according to the Australian system, and the regular order of business put through. The questions for discussion should, for the great part, be matters of their own knowledge and community of interest.

An unresponsive class, when organized along the lines suggested above, oftentimes surprises the teacher in its readiness to take hold of work of this sort. And, of course, the social attitude which is developed reacts favorably in the regular classroom work.

In such exercises the majority is able to register the final decision for the group, but the minority has its chance to be heard and even the individual is protected in his right to the floor. The one sure way to gain open-mindedness, tolerance for the opinion of others, and co-operativeness is to give opportunity to practise it daily in class or group organization.

David Grayson, in *Adventures in Contentment*, expresses this point of view in his description of a local

town-meeting: "Come to order," says the chairman, and we have here at this moment the greatest institution in the round wide world, the institution of organized self-government. It is in such exercises as these that the fibre of democracy grows sound and strong."

The following simplified rules for parliamentary procedure have been found very helpful. Copies are given to each official and specimen copies are posted in every classroom.

### SIMPLIFIED PARLIAMENTARY RULINGS

#### A. *Order of Business.*

1. The meeting is called to order by the President.
2. The minutes of the preceding meeting are read by the Secretary.
  - (a) May be adopted as read.
  - (b) May be adopted with additions or corrections.
3. Reports of Standing Committees are called for by the President.
4. Reports of Special Committees are called for by the President.
5. Unfinished business is next in order at the call of the meeting.
6. New business.
7. The programme.
8. Adjournment.

#### B. *The Presiding Officer.*

- (1) Must be firm, dignified, impartial.
- (2) Should insist on good order.
- (3) Must never address the meeting from the chair.
- (4) Casts the deciding vote in case of tie.
- (5) Should always be addressed as "Madame Chair-

man," "Mr. Chairman," or "Madame or Mr. President."

- (6) Should never allow any one to speak without first being recognized by the chair.
- (7) Should never interrupt a speaker who is in order.  
(The dignity of a meeting depends in large measure on the attitude and skill of the presiding officer.)

### C. *Other Officials.*

1. The *Vice-president* should be selected with great care as she may be called upon any time to carry out the duties of the President. Consequently she should acquaint herself with the duties and responsibilities of that office.
2. The *Secretary* should keep a neat and careful record of all business done in the meetings, with the exact wording of every motion and whether it was lost or carried. Brief extracts from speeches, if important, may be recorded, but no comment of any kind, favorable or unfavorable, should be made. The minutes should show the names of persons appointed to committees, and it is the duty of the Secretary to notify all persons nominated or elected on any committee.
3. The *Treasurer* should keep with ink an accurate record in a permanent book of all money received and paid out. She should insist on a receipt or voucher from every person or firm to whom she pays money. She should never pay out money except on proper authority. The treasurer's book should be audited once or twice each year. In case of large amounts of money this should be done by some member of the faculty.
4. *Committees* have no authority except that which is granted by the Constitution or by vote of the organiza-

tion. Unless otherwise provided for the person first named or the one receiving the largest number of votes is its chairman. A Committee has no right to incur any debt or involve the organization in any way unless it is given full authority to do so. Under no consideration should one or more members of a committee go ahead with the business without action by a quorum, usually a majority of the committee, being present.

#### D. *Motions.*

*General Statement:* When a motion has been made, recorded, and stated by the Chair, the assembly is not at liberty to consider any other business. If the motion is long and involved the Chair may ask the mover to hand it in writing to the Secretary. The mover cannot withdraw his motion after it has been stated by the Chair. In general, all important motions should be seconded, which may be done without rising or addressing the chair.

- (1) To Amend: A motion before the assembly may be amended by:
  - (a) The mover with seconder's or unanimous consent.
  - (b) Any member who states his amendment. It is debatable, and if carried becomes a part of the original motion. Then the original motion as amended should be considered.
  - (c) Any member may propose an amendment to an amendment. This is then acted upon exactly like an amendment to an original motion. The motion to amend is debatable and amendable.
- (2) To Commit: When a motion becomes involved through amendments or when it is wise to investigate a question more carefully, it may be moved to com-

mit the motion to a committee for further consideration.

- (3) To Lay on the Table: The object of this motion is to postpone the subject under consideration in such a way that it can be taken up at some future time when a motion "to take from the table" would be in order as Unfinished Business. These motions are not debatable or amendable.
- (4) To Postpone: A motion to postpone the question before the assembly to some future time is in order except when a speaker has the floor. Debatable.
- (5) To Limit Debate: This motion may be made when there is a tendency to prolong debate. It may be limited as to the number, length, or time of changing debate. It is not debatable and requires a two-thirds vote.
- (6) To Adjourn: This motion is always in order except:
  - (a) When a speaker has the floor.
  - (b) When a vote is being taken.
  - (c) After it has just been voted down.
  - (d) When the assembly is in the midst of some business which cannot be abruptly stopped. These four are not debatable.
- (e) When the motion is made to adjourn to a definite place and time, it is debatable.
- (7) To Reconsider: The motion to reconsider a motion that has passed is always in order, but must be made by one who voted with the majority. No question can be twice reconsidered. Debatable.
- (8) The Previous Question: This motion may be made when debate becomes long drawn out. It is not debatable. The form is: "Mr. Chairman, I move the previous question." The Chairman then asks: "Shall

the main question now be put?" If this is adopted by a two-thirds vote the main question before the assembly is immediately voted upon.

- (9) Point of Order: This motion is always in order. The form is: "Mr. Chairman, I rise to a point of order." The Chairman: "Please state your point of order." After the member has stated her objection to a ruling of the chair or some method of parliamentary procedure the chair answers:

(a) "Your point of order is sustained," or

(b) "Your point of order is denied."

If any member is not satisfied he may appeal from the decision of the chair. The Chairman then addresses the assembly: "Shall the decision of the chair be sustained?" This is debatable and the presiding officer may discuss it without leaving the chair. Voted on like any other motion.

### E. *Decorum*.

Probably the most serious defect in most class meetings is the lack of reasonable decorum. Good order must be maintained if business is to be carried out. Courtesy would demand that there should be no whispering or commotion while any speaker has the floor. Do not speak too frequently. Beware of personalities. Nothing so mars the dignity of a meeting as the sharp retort or angry voice.

Two very helpful books are: (1) *A Student's Handbook of Parliamentary Law*. Published by Frederick Leighton, Oswego, N. Y. Price, 20 cents. (2) *Parliamentary Law Simplified*. Tilla B. Porter, Cleveland, Ohio.

## IX

### THE TEACHING OF CURRENT EVENTS<sup>1</sup>

History has on its seven-league boots and events of world-wide importance are moving forward a century at a stride. The constantly changing panorama is whirling about us so rapidly that we need to pause and consider these events during these momentous days with care. One-fifth of the time devoted each week to the social studies might well be spent on current events. The daily press, weekly periodicals, and monthly magazines are all helpful.

#### ORGANIZATION

1. One period a week is given to Current Events.
2. Several different periodicals are sent for and each class makes the selection of the one it likes best.
3. The members of the class each buy a copy at reduced club rates; several buy in pairs.
4. Organization: Method of Procedure.
  - (a) A permanent Current Events chairman is elected by the class.
  - (b) The chairman's duties are: (1) To make all the necessary arrangements with the publishing company of the periodical selected; (2) to distribute the copies each week to the class; (3) to appoint each week a temporary chairman and assistant; (4) to appoint each week a committee of two to arrange the Current Events bulletin-board in the main corridor.
  - (c) The temporary chairman with the assistant looks over the new issues in advance, and selects suitable subjects for gen-

<sup>1</sup> (a) *The Teaching of Current Events.* (b) *Current Events Guide for Teachers.* (c) *Twenty Lessons on the Teaching of Current Events.* Published by Current Events Co., Capitol Square East, Columbus, Ohio; also at 1123 Broadway, New York City.

eral class discussion. These subjects are listed on the board a day or two in advance. They are explained briefly by the temporary chairman and then the class votes for the topic it would like to take up. Generally one subject only is selected; sometimes two if the articles are short.

- (d) On Current Events day the socialized recitation is employed. The temporary chairman conducts the work, the teacher sits in the circle and participates, guiding from the floor when necessary. Every one is supposed to have read the assignment. The chairman has provided himself with a list of pointed questions, designed to get at the facts and to promote discussion. It is the business of the chairman to keep the meeting alive, to curb needless discussion, and to hold them to the point. All this provides a fine opportunity for developing certain of the qualities necessary for leadership.

One question or subject only is chosen in order to avoid the criticisms of "superficiality," and that such work is all too frequently merely "the forensic display of ignorant opinion." To be sure they sometimes get beyond their depths, and here it is the teacher's business to point out the need for more information. Sometimes a subject proves so difficult or so worth-while that the class votes to continue it for their next Current Events day.

Pupils are usually particularly interested in the cartoons, pictures, and maps. The significance of a few of the best of the cartoons is called for each lesson. Clipping files or scrap-books are kept, and much material, never specially assigned, finds its way into these files for future reference. The periodicals are taken home and invariably family discussion and outside research accompany this work. The pupils find themselves capable of taking a more intelligent part in constructive discussion, both at home and in school. It is ever held before



them that "the essence of critical thinking is suspended judgment." Current Events prove a fertile seed-bed for future projects, to be taken up later in regular class work. Formal debates frequently grow out of these discussions.

The work in Current Events leaves a definite and lasting impress, making toward a more eager and intelligent citizenship.

"No democracy can expect straight thinking at election times, and in industrial and political crises from a public that is not trained while at school to read regularly, to enjoy and think straight about current events." —J. H. Barnes, Chairman of the Institute for Public Service.<sup>1</sup>

### OUR CURRENT EVENTS CONGRESS

Current Events often prove most boring and superficial, but this year we have had some very interesting and worth-while work. Early in the year we appointed a committee to act as a clearing-house of novel ideas for Current Events lessons. They supplied us with a variety of very interesting plans.

We always adjusted our procedure to fit the events which were engaging the attention of the public at that particular time. During the heated World Court discussion we organized ourselves into a House of Represen-

<sup>1</sup> Recently the Institute for Public Service conducted a nation-wide poll to impress upon the schools and the general public the importance of studying current events. In this test college upper classes averaged only 60 per cent; the freshmen's average was 53 per cent; the same as the high school graduating classes. Juniors in the high school rank highest with 55 per cent, and freshmen 35 per cent; for the grammar school seniors the average was 42 per cent; and for seventh-grade pupils 30 per cent. These tests may be secured from The Institute of Public Service, 1125 Amsterdam Avenue, New York City.

tatives and proceeded to conduct a congressional meeting. The girls chose a "Nicholas Longworth," who became so filled with the daily doings of the Speaker that we fully expected to see her wearing spats. By watching the papers they learned what other men were active, and each girl adopted the name and manners of some member of the House. Several of them wrote to the representatives. Great was the excitement when the bulky letters came to be devoured. The members were sworn in, and henceforth called by their Congressional titles. "The Representative from New York" became so interested that she insisted that we must see what the Senate was doing. So we next became Senators and helped Borah fight through his reservations.

These Congressional meetings proved so interesting that the girls wanted to hold a Locarno Conference. But they decided that would be too involved for them, so they compromised and held a supposed meeting at Ellis Island of immigrants from the nations most involved in the attempt at Locarno. Here the Italian immigrant presented his views on the Locarno Conference and the Frenchman reported his nation's demands. In the same manner the other countries put in their points of view.

In order to be sure that all of these ideas were not slipping away, we arranged a very engaging review. The girls chose a judge and a clerk of the court. These officials wrote out a great number of review questions. At a regular Current Events meeting the court was called to order, and the defendants summoned before the assembled body to prove themselves guilty or not guilty of being poorly informed on any question put to them. The judge's verdict of "guilty" forced the girl to be-

come well informed on the subject, and to write it up for our *Social Studies Magazine*.

By these and various other methods we have had such a lively time with Current Events that the Riffs, Mussolini, The Polar Expeditions and the British General Strike are living and real, and not far-off subjects of which "grown-ups" alone speak.

—Pauline Schwartz, Teacher of the Social Studies,  
Junior High—Horace Mann School.

### CURRENT EVENTS OVER THE RADIO

It is lots of fun to be Current Events Chairman of my section, because there are so many interesting things that come up. For example, our teacher told me to arrange a little Current Events period over the radio. At first I thought it was going to be quite a task, but when I started working on it, it was more like play compared to what I expected it to be.

I began by selecting six girls who I thought would speak clearly and distinctly, and would be heard. I also selected different topics from the "World Review," and told the girls to read it and write down all the important facts in story form. A friend of mine in the class helped me make the radio and horn out of black cardboard. Then we arranged it the way I thought best.

I have arranged to have the Current Events through the radio every Wednesday in our Current Events period. Every Tuesday I give the girls I have selected their topics for them to prepare for the next day. I am not only going to pick the girls with clear voices, but give every one a chance. I have also decided not to have more than five speak on one day. My part is announcing the different girls and their topics.

I love doing this kind of work, and I hope my section is satisfied with what I have done.

—Jane King, 11B (Seventh Grade) Social Studies,  
Horace Mann School.

November 2, 1925

### CLASSROOM SUGGESTIONS

#### *Linking News with History*

In the current events lesson the students may be required to review an incident or condition from their history course that they were reminded of by the news item. By this plan the pupils see that current events may be used to interpret history.

#### *The Battle of Who and Where*

Two teams are chosen. Alternately the members of the teams are given the name of a person or a place. The student in answering must give a current fact concerning the person or place mentioned. The team receives one point for the correct answer, and the side having the highest score is declared the winner.

#### *Mock Elections*

At election time or during a primary contest, mock elections in the schools will help teach election facts and campaign issues. Ballots may be mimeographed and polls set up in school at which each student casts a ballot. Prior to the mock elections many schools have an assembly exercise at which students deliver campaign speeches for the several candidates.

#### *Nameless Picture Game*

Mount pictures of prominent men and women, omitting names or captions under the picture, on cards.

Number each card and have them passed from desk to desk. Let the students write on a sheet of paper the name of each picture recognized. These papers may be corrected by exchanging papers and then letting a student read the correct name for each picture.

### *Cartoon Study*

Man read pictures ages before he read books. Cartoons have a tremendous influence. They help arouse pupil interest in current problems. Encourage the students to collect cartoons bearing on the lesson each week and paste them in their note-books. Have a "Cartoon Corner" bulletin-board. Many students will be able to draw original cartoons on current events.

### *Link News with Geography*

As a place is mentioned in the current events lesson, put a small number, for example, 1 for the first place mentioned, 2 for the second place, etc., after the name of the place. Then locate each place on the map and put the same number on it. This will show that it has been mentioned in the news, and the number will enable the student to refer to the item.

### *A Current Events Map*

On a large outline map of (a) the World, or (b) Europe or (c) the United States, draw in its proper country a significant sketch of an outstanding current event. *E. g.*, (1) a dirigible in Spitzbergen; (2) a stand-off attitude between two men in England, one representing labor and the other John Bull; (3) Uncle Sam mourning under the redwood in the garden of Luther Burbank in California; (4) Charles Hoff making a record in the pole-vault, New York.

## X

### THE SCHOOL ASSEMBLY

Opportunities for training citizenship qualities, or at least for exercising those qualities, arise with gratifying frequency in some of the high school assembly periods. Poise, self-confidence, the ability to think straight when on one's feet, and to express those thoughts clearly enough for the members of a group to comprehend with ease, come best from experience; and many of our assemblies offer just such experience in affording opportunities to conduct the meeting from the platform, to address it from the floor, or to assume responsibilities for its entertainment.

### STUDENT WRITE-UPS OF REPRESENTATIVE ASSEMBLIES

*(From the Horace Mann Record)*

#### HOME TALENTS

Last Friday's chapel gave us a good example of what is rapidly becoming an interesting and permanent addition to our assemblies. The programme, as you will remember, was given by girls of the school and it stands out, in our mind, at least, as one of the most entertaining we have had this year.

We all admit that it is a profitable and broadening experience to hear outside speakers; it is in this way that one of our most important contacts with life outside our own limits is made. But it seems to be even more pleasant to attend an assembly organized and presented by our own schoolmates. Up to this time we have had several such: the political rally, a small edition of a G. A. rally, and Friday's travelogues.

More than the enjoyment which results, no uncertain amount of training is derived, as has been said many times before. The conventional reasons are that the abilities for organizing and delivering a speech, poise, and self-confidence are gained. These assets cannot be too strongly emphasized, for they are invaluable in later life as well as in school.

These democratic chapels fulfil the demands both of entertainment and of instructive value. Let's have more of them!

#### TRAVELOGUES

Our glorious summer vacations are most completely buried by now under layers of work and a frosting of fall pleasures. "Them days is gone forever," says the cartoonist, but in last Friday's chapel, members of the first, second, and third years brought back recollections by giving us an interesting account of their travels. Lantern slides pictured the various scenes, while the girls told us their experiences in such places as Norway, Switzerland, California, Alaska, etc. We also in this way swallowed many sugar-coated pills of knowledge.

Having our assemblies conducted by the students has been in vogue of late. We approve heartily, for with the self-praise and indulgence common to most humans, we seem more readily to appreciate our own efforts than those of strangers (unless the latter measure up to our fastidious taste!). Besides this, it is excellent training for the performers, who learn to master that "sinking feeling" often felt on the dizzy heights of the platform.

#### "LET US ALL SING"

May is a splendid month. Horace Mann recognized this fact on May 2d, and acted accordingly. That is, there was a song contest among the classes of the high school. The judges were Miss Latham, Mr. Pearson, and Professor Farnsworth of T. C. They judged various songs that set forth the wonders of May and spring in general. The points to be considered as announced by Master of Ceremonies Roberts were: tone quality, enunciation, attention, choice of song, and expression.

Each class solemnly filed down the aisles and squeezed up against the stage so as not to step on the Seniors. Miss Powell stood in the centre aisle and waved her baton effectively; and

the singers sang and everybody was happy. After a brief retirement the judges returned, and Professor Farnsworth announced that the first year had come out on top, and that the second and fourth years had tied for second place. Hearty applause! The selections were:

First year—"Traditional May Song."

Second year—"Kitty of Colraine."

Fourth year—Grieg's "Dawn's Awakening."

Third year—Rubenstein's "Welcome, Sweet Springtime."

Fifth year—"The Keys of Heaven."

Sixth year—Chopin's "List to the Bluebird."

#### MINUTES OF HOUSE SESSION, APRIL 6

##### BILL No. 1654

The house was called to order by the Speaker, Mr. P. The business before the meeting was Bill No. 1654, the Ship Subsidy issue, which was read by Clerk L. After Representative M., chairman of the Committee on Maritime Affairs, had reported fully upon the bill, a debate ensued which was interrupted by some lively discussion from the floor.

Representative W., strongly in favor of the bill, offered us a sincere and clearly stated argument. But it was Representative M. who carried the floor. His delivery was excellent, and he spoke entertainingly as well as convincingly. He gave a most informal and spontaneous tone to the debate. Representative M. was questioned from the floor by Representative E., and from then on some lively arguments between the Representatives and the debaters ensued.

Perhaps it would be wise to point out the chief object of this Subsidy Bill. The government is to lend money to private owners of ships to help build up our Merchant Marine, and make it one of the most powerful on the seas. Representative M. (from Missouri) convinced us that private ship-owners ought not to be backed by the government any more than men in any other business in need of money. If the government did lend these ship-owners money, it would mean greater taxation for all of us, the while benefiting only a few. Of course there are strong



arguments in favor of this bill. As our fleet stands now, we rank the very lowest among the important nations. Other nations have successfully adopted the Ship Subsidy plan, *e. g.*, Great Britain.

After being voted upon, the bill was defeated by a large majority.

#### TONY DA PRATO—WELCOME

May 17? Much comment was aroused concerning the curious posters plastered around the walls bearing that date. Our thirst for "all the news that's fit to print" bore us to chapel to discover the why and wherefore of the mystery.

A recitation by Leonore G. of Edward Everett's "God is bringing us the Nations" preceded several peeps which Judge Hatch allowed us to take into his Court of Naturalization. We were able to follow Tony Da Prato, an immigrant who had just escaped the quarantine restriction process and his becoming a "full-fledged American citizen permitted to vote."

We predict a dramatic future for Margery M., if she takes to Tony Da Prato-ing. The rest of the IVth year history class we were not able to distinguish from actual Ellis Island immigrants.

After the performance the school joined in singing "America."

#### JAMES BRYCE

The various Modern Problems and History classes had already had a perfunctory acquaintance with Viscount Bryce, through the study of his *American Commonwealth*, but on Tuesday last, Lucy M., in a short résumé of his life, gave us a better conception of the great Englishman who has so recently died.

In his breadth of training and scientific knowledge, James Bryce represented the many-sided public man, who is all too rarely represented in our American politics. In his attitude as British Ambassador and in his *American Commonwealth*, his exposition of our weaknesses as well as of our successes was done in so kindly a manner as to establish Mr. Bryce as a firm friend of the United States. To multitudes of Americans he remains the ideal ambassador—a tribute to the sympathy and understanding which he bore to this country.

"ONE FORMER IS WORTH A THOUSAND REFORMERS"

Read it again. One former of what? In this case, of Desirable School Habits. Mr. Pearson launched the new drive when he introduced the following points, drawn up by a committee of teachers.

Habit one: the suppression of all unnecessary interruptions. How many times do we interrupt speakers, try to help a reciting "one-of-us"?

Habit two: the immediate response to an authoritative signal. Miss Bacon's bell, the Juniors' bell, the Seniors' whistle. A word to the wise—

Habit three: the checking of needless discussion. Dean Russell counsels, "Develop the spirit that shall put the public good ahead of personal gain." YOU be the first to do it.

Meet habit four: the insistence on doing the thing agreed upon by the group. Need more be said than the all-American, Horace Mann principle, "Majority Rules"?

Habit five: the encouraging of voluntary leadership and followship. Horace Mann's proudest accomplishment is self-government. This must be continued and encouraged. With apologies to Robert Louis Stevenson, I misquote:

This world is so full of a number of things,  
That if we're good followers, there's no need of kings.

Last, habit six: the checking of unnecessary confusion and noise in the corridors.

FORM the Habits. REMEMBER: no unnecessary interruptions; the Signal; no needless discussion; join the Majority; Leadership and Followship; the Corridors.

Again, "One former is worth a thousand reformers." It was said by Horace Mann, it applies to Horace Mann, it's up to Horace Mann.

WILL YOUR CARELESSNESS

Get you if you don't watch out? There has been much suspense at school during the past few weeks as to the significance of D. G. H. All sorts of things had suggested themselves, but it required almost an entire chapel period to clear up the mystery.

After being introduced to the *Five Deadly Ghosts*, by Dorothy

A., "lux data est." "Don't Get Hurt" was the meaning of the three cryptic letters. Accidents incurred by asphyxiation, drowning, fire, falling from heights and automobiles, proved to be the "Deadly Ghosts."

The entire programme was executed by the IVth year Modern Problems class. After several cheers whose slogan seemed to be, "Your carelessness will get you if you don't watch out." Doctor Paine, the inspiration of the movement for education regarding accidents, was introduced to us. He told us in detail of the astounding accident situation in this country. New York seemed to be the greatest sufferer, and young children to provide the largest number of casualties and accidents. Electricity, railroads, gas, and automobiles collect a harrowing toll. Doctor Paine firmly drove home the fact that "this must be eliminated, because it is unnecessary."

The Modern Problems class and the Civic League campaigned during the "Safety Week," which followed Doctor Paine's talk.

On every floor one was greeted by admonishing, and somewhat awe-inspiring, posters. Several days at noon "The Charge of the Light Brigade" could be seen and heard in the form of many Deadly (and rather boisterous) Ghosts parading the halls. Thanks to Mr. Hatch's class and the League, the school was kept well aware of the importance of that week.

Your carefulness will save you IF—

YOU-DO-WATCH-OUT.

TO THE WILL-BE VOTERS

We are indebted to Miss Briggs for a most thrilling chapel period on Friday last. And who now dares even hint that we are a disorderly school, after such remarkable self-control as we all displayed? By rights there should have been riots at several points in the various speeches, and instead we contented ourselves with occasional hand-clapping, according to the way in which our sympathies were affected.

To explain, for the benefit of those not present, this was a Presidential campaign meeting. Dorothy A. started us off with an enthusiastic speech for Davis, and after the Democratic platform had been outlined by Mildred H., even a few stanch Republicans wavered a little toward the other party. But they

were soon back on firm ground again, when Julie N. came forward and vaunted Coolidge to the skies, closely followed by Doris K., who gave us the Republican platform. And then Cicero, himself, addressed us in the person of Kathryn W., rooting for Robert LaFollette. She was ably seconded by Gladys M.

After all of this we felt somewhat uncertain as to what party or person we really would uphold if we were given the opportunity to vote, and it is predicted that the forthcoming straw elections will be closely tied.

### DRIVE ON!

It's a long, long time since H. M. has looked a drive in the face—not since war days—but, we have with us, at present, another—that for Parliamentary Procedure. Mr. Hatch met with the officers of the High School class and explained some rules, of which they all possess copies. Now it's up to you to have your meetings, class and all varieties, absolutely flawless, according to the "Rules of Roberts." The list is posted in every room, at least we infer so, and do read it thoroughly and take its suggestions to heart. Learn not to speak in meetings without having first addressed the presiding officer, the mysteries of the phrases, "I move that we commit this," and so on, so that you will be a really intelligent member of society. Beware, for Mr. Hatch plans to visit our meetings. Let's outwit him and give him nothing about which to make unfavorable comments, for—

"The Hatches will get you if you don't watch out."

## XI

### PROJECTS IN CLASSROOM INSTRUCTION

Some of the questions that naturally arise at this point to one who teaches civics are: Can all my work in civics be organized around projects? Can we "cover the ground" in this way? If not, would it be wise to try out a few? How much time can we afford to give to any one project? How may they be initiated? etc. It probably would be wiser at first just to try out a few, like those suggested here. As the teacher becomes more skilful in "setting the scenery," more tactful in guiding the progress of the project, and the class more able to collect and organize their materials, then more and more of the work could be so adapted, until eventually the entire course of study for that year would revolve around projects. All this is pioneer work, with all the hardships and rewards that go to the trail-blazer.

The following illustrations are taken in each instance from actual projects that I have tried out in my own classes, embracing the three fields of Community Civics, Government taught in connection with U. S. history, and Modern Problems.

#### I. COMPARATIVE GOVERNMENT

To show how the study of current events plus the note-book forms a seed-bed for future promising projects, I give the following. When the Prince of Wales visited New York the girls became quite interested and many got glimpses of the "prince charmant." I picked up the

trail of the prince in their civic note-books, and, bidding my time, one day dropped this question: "Why did so many of you wish to keep the picture of this young fellow?" "Why, he is the Prince of Wales!" "What of it?" "That means he is going to be King of England some day." "Is that so very important?" "Of course, he will have a lot of power and live in royal state." "How much power will he have?" The chorus, not quite so confident, "Oh, a lot." "As much as our President?" Chorus mixed and uncertain. And so they were led into deep water where they had to swim for it. There was an immediate desire to find out how much power the King of England actually has to-day. This led in its turn to a contrast with the President of the United States; and eventually that discussion led to a point-by-point comparison of the governments of the two countries. A large comparative chart, 15 by 35 inches, was drawn up by each member, and when the French elections came off, study of the French Government was in order, and that in its turn was added to the chart.<sup>1</sup> On a recent examination of these charts I found that several countries, *e. g.*, Japan, Switzerland, Brazil, Spain, Italy, had been added to the others out of their own initiative.

## 2. A SAFETY-FIRST PROJECT<sup>2</sup>

The Modern Problems class decided that their very first problem of the year would be to get over to the entire school the facts and figures in regard to "Safety-First." They studied the question in class, organized

<sup>1</sup> See chart on page 234.

<sup>2</sup> The American Red Cross, Washington, D. C., issues a bulletin on "Safety-First." This suggests many projects a school can use as programmes for Safety-First drives.

their data, and then started their publicity campaign. The mysterious letters "D. G. H." appeared in the corridors and on the blackboards in conspicuous places, and then one morning there filed across the stage during school assembly the Shades of Seven Sheeted Sisters. Not only was each ghost draped in white, but each displayed large sandwich signs. On the first and largest was a vivid representation of a leaping auto-demon just about to spring upon its unfortunate victim. Other ghosts had equally realistic displays of the demon of Fire or Water, etc. When each ghost turned its back we saw on the reverse side of the sign the figures of the number of accidents by automobiles, by fire, and by drowning.

Then slowly the Seven Sheeted Sisters wound their way from the stage down the aisle and into the elementary rooms, chanting their slogan in solemn unison:

W-A-T-C-H O-U-T.

That's a slogan for you and me.

Don't be careless, be alert,

If you're careful, YOU WON'T GET HURT.

The class, with the co-operation of the English teacher, issued a D. G. H. bulletin.

### D. G. H. BULLETIN

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ISSUED BY THE SOPHOMORE MODERN PROBLEMS CLASS  
OF HORACE MANN HIGH SCHOOL

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### "DON'T GET HURT"

Among the ancient customs of the Egyptians was that of child-sacrifice. How many a mother's heart was torn when her baby was thrown to the crocodiles; and, even now, as we picture

those huge jaws opening to receive that tiny morsel of humanity, we shudder at the horror of it!—and that was two thousand years ago. Yet every day here in our own city people (a large percentage of whom are children) are killed. Is it any the less horrible to be crushed by a pair of great wheels than by a huge pair of jaws? Who, then, is this terrible god who claims thousands of lives each year as tribute? Carelessness is his name; well known among us all. He is the dread monster who, even in this age of civilization, lives, thrives, and carries on his work of destruction. Yet there is a possible means of escaping him. You may call it a charm, or what you will.

“Don’t be careless, be alert!

If you’re careful, you *won’t get hurt!*”

Say it, think it, believe it, practise it; spread it abroad that all the world may hear it. Make *every* week a safety week!

### LOOK AT THE LABEL!

There had been sickness in the house, and some bichloride tablets had been bought for the purpose of disinfecting. The oldest daughter in the family was an exceptionally fine girl—popular and attractive and very beautiful. She was subject to headaches, and the doctor had prescribed headache tablets. One afternoon she went to the medicine-chest, reached for the bottle in its usual place on the shelf. Without examining them, she took two tablets, the accustomed dose. About an hour later she was taken sick, and though everything was done to save her, she died at the end of a week after frightful suffering and agony. She had swallowed two bichloride tablets instead of the harmless headache remedy. Here is a true case where through extreme carelessness a young girl lost her life. Always be sure that you are taking the correct dose!



## FACTOGRAMS

Every day ten people are killed in New York City, three of them being children.

\* \* \* \* \*

In 1922, 12,000 people were killed in automobile accidents alone in the United States.

\* \* \* \* \*

In 1921, 3,483 people lost their lives accidentally in New York City. 1,054 were children under fifteen years of age.

\* \* \* \* \*

One careless moment may mean years of suffering.

\* \* \* \* \*

Other cities have reduced their death-rates materially by Safety Campaigns.

\* \* \* \* \*

The efforts of schools have given an impetus to Safety Campaigns all over the country.

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YOUR CARELESSNESS WILL GET YOU IF YOU DON'T  
WATCH OUT!

*(A True Incident)*

One day I was out driving with some friends, and on the way home we came to a country cross-road where an automobile was parked. As we came up to it a child dashed from behind the car straight into the path of our machine. The person at the wheel threw on his brakes instantaneously, but not until the car had passed entirely over the child did it come to a stop. We, of course, got out, and the child was rushed to the hospital immediately.

After a few days it was announced by the physicians that the little one's skull was fractured, and there was scarcely any chance of recovery. Miraculously the child pulled through, and the matter blew over.

Take this as an example! The accident was no fault of the driver, but just carelessness on the part of the child, who, by being so heedless, practically committed suicide. Are you sure

that it may not be said that this is an accident that might have happened to you?

When you go across a street,  
Look both ways, and if you meet  
An auto trying to find some prey,  
Take to your heels and run away.

# DON'T

- fail to look both ways before crossing the street.
- play on the street.
- read a book while walking on the street.
- “hitch on” to trucks or autos.
- fool with an auto.
- jump on or off a moving vehicle.
- use gasoline in a room where there's a flame.
- throw half-burned matches into a waste-basket.
- let children play with matches.
- lean out of windows.
- try to get to heaven by climbing up on a dangerous roof.
- swim out far without a boat.
- go swimming directly after a meal.
- neglect to label all of your medicines carefully.
- blow out the gas. Turn it off.
- touch the third rail. It's alive.
- lean over the tracks in the subway.

## EPITAPHS

### I

Here lie the remains of Jonathan Blank.  
He dropped a match in the gasoline tank.  
Combustion and flame!  
When the firemen came,  
They found no trace of Jonathan Blank.

### II

For Mary Smith please shed a tear,  
And I'll tell why she's lying here.  
'Twas her fate  
To meditate

When crossing on Broadway.  
She saw an auto come too late.  
Alas, she then did hesitate.  
They took her home in an awful state.  
She died that very day!

## III

A maiden has taken the veil and the vow  
Because of the grave you see here now.  
Liza Jane was very fond  
Of pretty lilies in the pond.  
Freddy was her gallant beau;  
For Liza would his mettle show—  
Waded out into the lake,  
Stretched his hand, about to take  
A lily in full blow.  
Splash! he lost his balance then,  
And, like many heedless men,  
Fell into the foaming deep,  
While Liza was left to pine and weep!

## IV

Here lies Frank Jones.  
May he rest in peace!  
To asphyxiation he owes his decease.  
He blew out the light and left on the jet.  
If he'd turned it off he'd be here yet!

## V

This little plot  
Now marks the spot  
Of a careless boy named Will  
Who climbed out on the windowsill.  
He lived upon the eleventh floor,  
Fell off—and now he is no more!

3. THE XVIII<sup>TH</sup> AMENDMENT

## I. The stage setting and approach.

Even though the class selects its own project and may not see the hand of the teacher guiding it in its selection, there

are few projects set in which the teacher has not consciously planned his presentation of the matter to the class in such a way that he can feel fairly sure that the project selected will have the desired informational content. In this case the instructor set the stage by reading an extract from a speech of Doctor Butler.

"We have not, since the emotional effect of the Civil War passed away, done any effective and widespread work in teaching the fundamental principles of American government and life to the youth of the country. We have taught them almost everything else, including the mechanics of the government and some of the practices of Citizenship, but the underlying theories of the Constitution we have passed by as self-evident, or not in the need of teaching. This has been a grievous mistake."

A discussion of this quotation bred a general desire to study some of these "Underlying Theories."

How shall we go at this study?

To help the class solve this new problem the instructor offered them two different view-points.

1. The Gladstone statement that the American Constitution was the greatest document ever "*struck off at one time* by the brain and hand of man."
2. The quotation from Kipling:

"All we have of freedom, all we use or know  
This our fathers bought for us long, long ago.  
Ancient rights unnoticed as the breath we draw,  
Leave to live by no man's leave underneath the law."

Was the Constitution "struck off at one time?"

Comments on statements 1 and 2 were diagrammatically represented on the blackboard showing that our American Constitution pointed backward to epochs in the democratic development of the Colonies, and further backward to epochs in the constitutional development of England. And that amendments since the first ten pointed to a gradual crystallizing of new ideas of democracy into law, the end of which we could not see.

II. Since this Constitution of ours is a record of democratic development, the next natural question is, where shall we begin our study? To help answer this question an extract from Thorndike's *Education* was read:

"The educational value of finding the causes of what is and the causes of these causes, is so very much superior to the spurious reasoning which comes from explaining a record already known."

A vote following the discussion showed that the class favored almost unanimously the Thorndike method of procedure, and it was decided to begin the study of the fundamental principles of the Constitution by finding how they were involved in the Eighteenth Amendment.

1. The Instructor presented a timely cartoon to the class showing the burial of John Barleycorn with one of the mourners declaring that his grief was not over the loss of his beer, but of his "Constitutional Rights." What did he mean?

Some reading and discussion showed that the so-called "Rights" which were violated were:

- I. The right of a state to determine the issue for itself.
- II. The right of the government to take over and destroy private property.
- III. The statement that the amendment was not legally adopted.
  - (a) Due to the absence of many voters overseas.
  - (b) Due to a technical illegality in the wording.
- IV. The right of a general state referendum to overrule legislative action.

From these the individual students selected the line they wished to follow up.

At their disposal were:

1. A carefully selected bibliography suggested by the instructor, including Cooley on Constitutional Law, Ashley, Wilson, Bryce, Woodburn and Moran.
2. Newspaper clippings.
3. Current newspapers and magazine articles.

4. Reader's Guide.
5. Home point of view.

The four points were developed as follows:

- I. The right of a state to determine the issue for itself.
  1. Where did we first see the States Rights theory advanced?
  2. What is the difference between the compact theory and the national theory?
  3. Concerning what interests do you think States Rights should operate?
  4. What was the effect upon the willingness of the North to fight for Union, of the use as a schoolroom recitation of Webster's "Liberty and Union" speech?
  5. How does the Eighteenth Amendment violate States Rights more seriously than other amendments?

After a thorough discussion in which the above were the prominent questions discussed, the class, sitting as a "Supreme Court," voted almost unanimously (one dissenting vote) that the States Rights issue was not sufficient grounds for declaring against the amendment.

## II. The right of the Government to take over and destroy private property.

1. Has the Government ever a right to take over or to destroy private property?

Discussion touched on the following:

- (a) The right of eminent domain.
- (b) The right to condemn and destroy dangerous buildings.
- (c) The right to destroy disease-infected property.
- (d) The Thirteenth Amendment.
- (e) The property rights involved in the Eighteenth Amendment.

The class divided on the matter of compensation and the vote of the "Supreme Court" showed that a majority of the "justices" favored some compensation.

## III. The Eighteenth Amendment not legally adopted.

- (a) Many absent voters.

The discussion developed the following questions:

1. Could important legislation cease because of absent voters?
2. Could the men have voted directly?

3. Could they have influenced their representatives?
- (5) Due to technical illegality in the wording.

Opinions of lawyers and legislators were read. The discussions were too legal for the young people and to them seemed petty quibbling.

#### IV. The right of a State referendum to overrule legislative action on the amendment.

The class did not know what the Initiative and Referendum were. Here was a chance to teach the matter of the I. and R. not as a formal subject but because it was needed for a definite purpose. The mechanics of the I. and R. were discussed and a quiz set with the result that in a surprisingly short time and with considerable thoroughness the class gathered the facts concerning these institutions, were able to discuss thoughtfully their merits and demerits, and to decide to their own satisfaction whether the referendum should be used against the amendment. The "Supreme Court" said "No."

How now should the class be examined on the work done on the topic?

To follow the general idea and let the class set their own examination seemed the best plan and questions were asked for. They were brought in and their merits were discussed, some were eliminated and others combined, resulting in the following examination:

The XVIIIth Amendment:—

1. How was it adopted?
2. What is it?
3. List arguments for and against.
4. What is your own point of view? Give reasons.

Out of the discussion of this part of the topic arose several excellent opportunities for debate, including:

1. Resolved: That the regulation of the liquor traffic should be determined by each State acting independently.
2. That the Eighteenth Amendment should be repealed—amended—retained. (Two speakers were selected for each point of view.)

The discussion of the Eighteenth Amendment raises these questions: What should be the attitude of the teacher toward controversial questions? To what extent—if any—should he express his own point of view? Should he be neutral? Can he be neutral? What should be his attitude toward dissenters? What are really the big things he hopes to get out of such a discussion? Is it better for him to give his class a body of opinion or a set of views or the ability to weigh evidence, listen respectfully to the views of the other fellow, learn to use available material, sift evidence, and arrive at conclusions open-mindedly?

#### 4. NATURALIZATION

*Project.*—Tony Da Prato—Italian, twenty-two years old, two years a resident of U. S.; occupation, chauffeur, desires to become a citizen. What must he do?

*Approach.*—What are some of the questions Tony would ask? Where must I go? Where is nearest Naturalization Court? Where is and what is a *Federal* Building? How will I get there? How much will it cost? What kind of questions will the judge ask? Have I been here long enough? Am I old enough? Must I take witnesses? How long before I can vote? Must I be able to read and write English? Where can I learn? What country will my wife and children belong to? Must I renounce allegiance to King Emanuel? (dual allegiance). If I go back to Italy, would I have to serve in the Italian army?

*Note.*—Get whatever information the class has. “Pool their interests.” Put the question on the board and use those not answered as a basis for next day’s lesson.

From the Fourteenth Amendment they will discover that citizenship is the gift of the nation, and so be able to direct Tony to the Federal Building (Post-Office or Federal Court House). Distribute the first day copies of pamphlet *Naturalization Laws and Regulations*, U. S. Printing Office, Department of Labor, Bureau of Naturalization. Make note of steps in the process in Civics Note-Book.

Have a question-box in charge of a member of the class for contributions from the class on naturalization questions.



*Investigation.* Books for the pupil:

1. Civics for New Americans—Hill & Davis.
2. Constitutional Law—Cooley.
3. American Government and Politics—Reading No. 62—Beard.
4. Citizen and Republic—Woodburn and Moran.
5. Naturalization—New International Encyclopædia.
6. Americanization and Citizenship—Webster.
7. Does Americanization Americanize?—Speranza, *Atlantic Monthly*, Feb., 1920.
8. Training Teachers for Americanization—Bull. 1920, No. 12, Supt. of Public Doc., Washington, D. C. 10 cents.

*Outside Reading* (Each pupil read and report on one).

1. A Far Journey—Abraham Rhibany.
2. From Alien to Citizen—Steiner.
3. On the Trail of the Immigrant—Steiner.
4. The Making of an American—Jacob Riis.
5. The Promised Land—Mary Antin.
6. Americans by Adoption (Girard, Ericsson, Agassiz, Schurz, Thomas, Carnegie, Hill, Saint Gaudens, Riis)—John Husband. The Atlantic Monthly Press.

*First Step:*

First Papers. Tony must apply at Federal Building for Declaration of Intention Papers, from the Clerk of the Naturalization Court. Fee, \$1.00.

Questions:

1. What questions will be asked him?
2. What will his status be?
3. What protection has he?

*Second Step:*

Waiting period. Since he has been two years a resident, he has three years to wait for final papers. He is a denizen, a man without a country. Always an alien until he is a citizen.

Questions:

1. Can he vote? Where?
2. What is the difference between citizenship and suffrage?

3. What must persons do, born of American parents outside of the U. S., to receive the protection of the U. S.?
4. If a child is born on mid-ocean, his father an Italian who has taken out his first papers in the U. S., his mother an American, what is the nationality of the child?
5. If an American woman marries a Frenchman does she become French? See Naturalization Law for 1922.

Assignment:

Citizenship of women and children.

Basis of citizenship in different countries.

### *Third Step:*

Final Papers.

After three years, as Tony is over eighteen years old he takes out "Petition for Naturalization" at the Naturalization Court, paying \$4.00. Two witnesses must be present to swear to statements listed below.

### *Fourth Step:*

Hearing.

Ninety days after second papers he must appear at the Court for the "Hearing" with two witnesses, citizens, who must testify as to:

- (1) Tony's residence in U. S. (five years).
- (2) Tony's residence in State (one year).
- (3) Tony's good moral character.
- (4) Tony's sympathy with fundamental principles of our government.
- (5) Tony's being neither an anarchist nor a polygamist.

Tony must be able to answer general questions on the government and history of our country.

### *Fifth Step:*

Oath of allegiance.

### *Responsibility:*

1. What did the man mean when he said, "It costs the immigrant \$25 rather than \$5 to take out citizenship papers"?
2. How might we help an alien to become a citizen?

3. What attitude should we take toward the immigrant? (See Shaulfler's poem, "Scum of the Earth.")
4. "We are all immigrants or the children of immigrants." Within the class, discover the different racial groups.
5. Readiness to accept the best that immigrants have to offer and give them your best. Willingness to help others get their naturalization papers by coaching them.
6. List some of our leading immigrants.
7. Debate: Resolved that the Immigration Act of 1924 should be based on the Census of 1910 rather than 1890.
8. Dramatize a Naturalization Court.<sup>1</sup>

### 5. THE TIME LINE

It is rather startling and disheartening for the conscientious teacher of history to find what little sense of time relationship is held by the average student in history. Even though the history may have been taught in the forward chronological and developmental method there is too frequently an utter failure on the part of the pupil to exhibit any comprehension of time concepts. The reason is, of course, that he has gotten his story piece by piece, and has never been faced with a situation where he puts the pieces together to make a complete historical mosaic. In other words, he has never practised scale relationships. He gives lip service to many outstanding dates, but each stands out by itself and is seldom seen in its proper setting in the historical background.

Two or three lessons with a time line are a great help in giving history pupils a correct sense of time concepts. Stretch a cord across the entire width of the classroom and have on your desk a number of different colored strips of cloth about a foot long and two inches wide. At one end of the cord tie one of these strips, or better

<sup>1</sup> See page 164.

still, have a pupil stand there to represent the first shadowy figure in history, old Menes of Egypt, about 3400 B. C. At the other end place an outstanding figure of the present, *e. g.*, President Coolidge, 1926 A. D.

Now call for the distinction between "B. C." and "A. D." Then ask them to figure the number of years that have elapsed from the days of Menes to Coolidge. You may be surprised here at the number who will subtract. Next locate A. D. on the line. Then list on the board the great figures and events in the world's story, and have each student tie on the line a strip of cloth to indicate the time when the character lived or the event took place.

#### A SHORT LIST OF IMPORTANT DATES IN THE HISTORY OF THE WORLD

1. Menes, the First of the Pharaohs.....	About 3400 B. C.
2. Cheops and other pyramid builders...	Between 3000-2500
3. Sargon I, Founder of the Sumerian Empire.....	2700
4. Minos, Ruler over Crete.....	2500
5. Hammurabi I, Founder and Lawgiver of Babylon...	2100
6. Abraham, Founder of Hebrew Nation.....	1900
7. Rameses II, Tutenkhamon, Moses.....	1300
8. The Trojan War. Homer and the Iliad.....	1100
9. Saul, David, and Solomon; Fall of Cnossus.....	1000
10. Gautama Buddha, Confucius (round date).....	555
11. Marathon. Greeks vs. Persians.....	490
12. Age of Pericles (round date).....	444
13. Alexander the Great (round date).....	333
14. Hannibal (round date).....	222
15. Assassination of Julius Cæsar.....	44
16. Eruption of Vesuvius, Destruction of Pompeii.....	A. D. 79
17. Constantine, the first Christian Emperor.....	333
18. "Fall" of the Roman Empire of the West.....	476
19. The Hegira. Mohammed's Flight.....	622

20. The Battle of Tours. Saracens defeated by Charles Martel.....	732
21. Charlemagne crowned Emperor of the West.....	800
22. Battle of Hastings. William I. vs. Harold.....	1066
23. Magna Charta signed by King John.....	1215
24. Battle of Agincourt—(Joan of Arc).....	1415
25. Capture of Constantinople by the Turks.....	1453
26. Discovery of America—Conquest of Granada.....	1492
27. Beginnings of the Reformation.....	1516
28. Defeat of the Spanish Armada (Queen Elizabeth)....	1588
29. English settle Jamestown—Virginia.....	1607
30. The Treaty of Westphalia.....	1648
31. Oliver Cromwell and the Puritan Commonwealth....	1650
32. The Bill of Rights—The Bloodless Revolution.....	1689
33. Union of England, Scotland: Last Royal Veto (Queen Anne).....	1707
34. The American Revolution.....	1775-1781
35. The French Revolution: Beginning of the U. S. under the Constitution.....	1789
36. Napoleon—Waterloo—Congress of Vienna.....	1815
37. First Reform Bill.....	1832
38. Unification of Italy (Victor Emmanuel II, Cavour, Garibaldi).....	1860
39. The American Civil War. (Lincoln).....	1861-1865
40. Dominion of Canada Established.....	1867
41. The Franco-Prussian War. Napoleon III vs. Bismarck.....	1870
42. The German Empire: The Third French Republic..	1871
43. Congress of Berlin. "The Crime of '78".....	1878
44. The First Hague Peace Conference.....	1899
45. The Veto Power of the House of Lords removed....	1911
46. China becomes a Republic.....	1912
47. The World War.....	1914-1918
48. Treaty of Versailles (The League of Nations).....	1919
49. Disarmament Conference at Washington.....	1921
50. The Locarno Peace Pact.....	1925

## XII

### DRAMATIZATION

Valuable training in citizenship can be given through the production of plays in the high school. Play producing provides an opportunity for students to work together happily on a project in which they are usually intensely interested. They keenly desire that the play undertaken should be a success, and are therefore willing to do whatever is necessary to bring that success about. And producing a play for an audience makes very definite demands on those connected with it and develops traits that should be valuable training in citizenship. Co-operation is necessary between those taking part in the play and those who work behind the scenes on the staff; responsibility and initiative, when the details of production, such as the designing and painting of costumes and scenery and the acquisition or making of properties, are entrusted to the members of the staff; punctuality in attending rehearsals; application in learning lines; subordination of self to the good of the whole when the play is "the thing" and not the exhibition of the talents of a particular individual. When competitive try-outs are given, a spirit of good sportsmanship is fostered, for under such a system the hero of a previous play may be assigned a part of little importance in a new production. Taking part in a play often gives a new means of self-expression to students who have never before found their place in the life of the school community. Moreover, the portrayal of new characters should develop the imagination of those tak-

ing part, and create in them an understanding and sympathy for different kinds of people.

One of the best ways to blend the three aims of citizenship training, namely, inspiration, information, and participation, is to work out a dramatization project on the basis of the regular classroom work.<sup>1</sup> In this connection there are splendid opportunities for co-operation between the English and Civics departments. A sophomore class in Modern Problems after a series of lessons on Immigration worked out "A Court of Naturalization" and presented the results of their efforts in the School Assembly. (See below.)

Helpful books are: (1) *Citizenship Dramatized*. McPheters, Cleveland, and Jones. Henry Holt Co. J. H. S. (2) *Dramatic Episodes in Congress and Parliament*. Robson. The Atlantic Monthly Press. S. H. S. (3) *Dramatization of the Constitutional Convention*. Margaret P. Hamilton, Leonia, N. J. Price, 50 cents. S. H. S. (4) *Historical Plays for Children*. C. E. Bird and M. Starling. Macmillan. (Grades 4-6.) (5) *Little American History Plays*. E. Hubbard. Sanborn. (Grades 3-4.) (6) *Patriotic Plays and Pageants for Young People*. C. D. Mackey. Holt. (Grades 5-8.) (7) *Dramatized Scenes from American History*. A. Stevenson. Houghton. (Grades 6-8.) (8) *Little Plays from American History for Young Folks*. A. T. Walker. Holt. (Grades 6-8.)

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I. THE NATURALIZATION OF TONY DA PRATO, OR HOW TONY DA PRATO, ALIEN, BECAME ANTHONY D. PRATT, AMERICAN.

(This little play was written by the pupils of the sophomore class in Modern Problems after a four-weeks' study

<sup>1</sup> See *Informal Dramatization*, Welsh, *Historical Outlook*, May, 1926.

of the project: "At what angle shall our immigration door be set?" It was written under the guidance of their English teacher, and was given in an assembly period before the entire school.)

SCENE I

Place: Any street corner in New York City.

Time: About 3.30 P. M. in November.

Characters: Tony Da Prato, Amato Benedetti, his friend.

Tony is walking home with Amato.

*Tony*: Oh, yes, my brudder he getta on fine witha his farm. He maka da big mun. (Amato starts to turn the corner.) But say, why you no come home with me now?

*Amato*: Oh, no, I'm going down here to vote.

*Tony*: No a gonna let-a all you a people take the vote and no a me.

*Amato*: Yes, but don't you know that before you can vote you have to be an American?

*Tony*: American? Well, you know my fore-a-man, Meester Baldwin, he say a to me, I have to become an American. No know what he mean. I live in America, speak America, so be American.

*Amato*: Oh, no. You're still an Italian, but you can become an American by taking out your naturalization papers. Tony, it is the most wonderful thing to be an American. This is the first time I have ever voted, and when I think my vote makes a difference—why, it makes me feel so big and important.

*Tony*: Thas a fine, Amato. Tell me what I must do to be American like you.

*Amato*: Well, first you go to the Federal Court in the big Post-Office building opposite the Woolworth Building on Broadway. The first papers are called "The Declara-



tion of Intention." All you have to do is to pay a dollar and sign a paper in which you swear you will become an American. After three years you will take out your second papers, which are—but they will tell you all about those down there. After you have finished taking out both papers you are a citizen of the United States and can vote.

*Tony*: That sa just fine. I go a down to-morrow.  
Good-a-by, Amato. (Leave stage by opposite exits.)  
(Curtain.)

During the intermission a pupil reads or recites an appropriate selection, *e. g.*, "God is Sending Us the Nations," by Edward Everett, or "Americans of Foreign Birth," by Woodrow Wilson, from an address delivered before a gathering of recently naturalized citizens at Convention Hall, Philadelphia, 1915.

(A splendid selection of material of this type will be found in Monroe and Miller's book, *The American Spirit: A Basis for World Democracy*. The World Book Company.)

## SCENE II

Place: A court-room.

Time: Before 9 A. M. on a week-day morning.

Characters: A clerk, a recorder, a judge, an attendant.

Several immigrants, among whom is Tony.

*Clerk*: Say, I hope there isn't the same rush to-day as there was yesterday. I wonder what made such an unusual crowd of applicants?

*Recorder*: I think some ship must have landed, for you remember they were mostly Poles and French, with some Italians.

*Clerk*: Do you remember what became of that little

man that was in here yesterday? I mean the little dark one who was so excited?

*Recorder:* Oh, yes. It turned out that his father, although the son of an American, had never resided in this country, so, because he, himself, was born in France, he was a Frenchman. (Takes out his watch and looks at it.) Well, it is time now to let them in. (The attendant opens the door and the immigrants and Tony rush in.)

*Immigrant No. I:* I have come to take out my second papers.

*Clerk:* Have you two witnesses and your first papers?

*Immigrant.* Yes, sir.

*Clerk:* Let me see your first papers. (Immigrant hands them over.) What are the names of your two witnesses?

*First Witness:* Mary Brown.

*Second Witness:* Count Paulo.

*Clerk:* Why, my dear fellow, you are not an American?

*Second Witness:* Why, I think so. I have lived here five years.

*Clerk:* Were you born here?

*Second Witness:* No.

*Clerk:* Naturalized?

*Second Witness:* No.

*Clerk:* Then you are not an American. And, moreover, you cannot retain your title and still be an American. (To witness.) You will have to get another witness who is an American citizen. (Immigrant and witnesses exeunt.)

*Applicant No. II:* I would like to know whether I am an American citizen or not, for I have recently married an Englishman?

*Clerk:* Formerly, madam, a woman always had to take the nationality of her husband, but that has been

recently changed by a law of Congress, and you may retain your American citizenship, although you are married to an alien.

*Applicant No. II*: I'm surely glad that law was passed. (Exit.)

*Recorder* (rising and speaking in a loud voice): Attention, stand, the Court. (Enter the Judge and takes his seat, while all stand until he is seated.)

*Immigrant No. III*: I want to know what my nationality is, sir. You see, I was born on board a German steamship flying the German flag, but it was within the three-mile limit of the French coast. The first port that German steamship entered was the port of Boston, Massachusetts. My father was Irish and my mother was Dutch. Now, what am I?

*Clerk*: Your Honor, here is a very interesting case.

*The Judge*: Now, as I understand you, you were born on a German steamship but within the three-mile limit of France. The port of debarkation was Boston. Your father was Irish and your mother Dutch.

*Immigrant No. III*: Yes, sir.

*Judge*: Well, Mr. Clerk, what is your opinion?

*Clerk*: Your Honor, I think he is a German, because he was born under the German flag, and the old, long-standing ruling is that that is "a bit of the national soil afloat."

*Judge* (turning to the *Recorder*): And what do you say?

*Recorder*: Your Honor, I think he is French, because he was born within the three-mile limit of the French coast, and that, according to international law, makes him a French subject.

*Attendant* (in an aside to the Clerk): I think he is a blooming League of Nations.

*Judge*: Well, I think I will have to disagree with you all. You will recall that his father was Irish, and he therefore will take his citizenship from him. If this had been before the days of the Irish Free State he would have been a British subject. (Exit Immigrant No. III).

*Tony* (comes up to Clerk): This where I become an American, so I can vote?

*Clerk*: Yes, but first you have to answer a few questions. (Gives paper to Attendant, who hands them to the Judge. Tony goes over to the Judge. The Judge asks Tony the questions from the Declaration of Intention. These questions are conventional and may be secured for this purpose from any blank form. Tony gives the appropriate answers. All these forms and much helpful additional material will be found in Hill and Davis: *Civics for New Americans*. Houghton Mifflin Co.)

*Judge*: Now, just hand the clerk a dollar on the way out.

*Clerk*: Have you a dollar with you?

*Tony* (reaching in pocket): Oh, sure, I got a dollar. I no forget that. And now I suppose I can vote?

*Clerk*: Oh, no. Not for a couple of years yet. But you have only been in this country for two years, haven't you?

*Tony*: Beena here two years last month.

*Clerk*: Well, then, you will have to wait three years, because all told you must have resided in this country at least five years. So you must wait three years more, and then you can take out your second papers, or the Petition for Naturalization, as they are called. At that time you must bring with you two witnesses, who must be American citizens and who will swear they know that you have been in the United States for five years. And

you must have four dollars with you at that time. Now don't forget to come back in about three years. Don't make it longer if you can help it, for this period is limited from not less than two and to not more than seven. So you see if you should wait longer than four years in your case you would have to start all over again.

*Tony*: All right. Thanks. I see you again in about three years, 'cause I'm in a hurry to vote. Good-by. (Exit.)

(Curtain.)

In this intermission further information is given by one of the pupils regarding the second papers.

### SCENE III

Place: Court-room.

Time: Three years later.

Characters: The judge, clerk, recorder, attendant, immigrants, Tony and his two witnesses.

*Tony*: I've come to take out my second papers, sir.

*Clerk*: Have you your first papers and two witnesses with you?

*Tony*: Yes, sir.

*Clerk*: What are the names of your two witnesses?

*Witness No. I*: James Baldwin.

*Witness No. II*: Amato Benedetti.

*Clerk*: How do you spell that?

*Amato*: B-e-n-e-d-e-t-t-i.

*Clerk* (handing Tony papers): Take these over to the Judge. (The Judge swears in the two witnesses and then asks Tony the conventional questions from the Petition of Naturalization. Tony makes all the proper answers.

*Judge*: You will be notified when to come back. This will be in about ninety days.

*Clerk* (as Tony is leaving with his witnesses): Four dollars, please.

*Tony* (with a grin): I almost forgot, but I have it all right. Good-by. See you soon.

(Curtain.)

In this intermission further information is given concerning this ninety-day period of waiting.

SCENE IV

Place	}	Same as for Scene III.
Time		
Characters		

*Clerk* (to Count Paulo): Here are your first papers. Keep them carefully and come back in about two years for the second papers. (The Count makes deep bow and exit.)

*Recorder*: Attention, stand, the Court. (Enter Judge.)

*Judge* (to Tony, after looking over papers handed him by the clerk. I see by this affidavit that you have been before a Court of Record and petitioned for a change of name, and that your petition was granted. Mr. Clerk, you will change these final citizenship papers from Tony Da Prato to Anthony D. Pratt. Are you ready for the "hearing," Mr. Pratt?

*Tony* (proudly): Yes, sir.

(The Judge swears in Tony's witnesses, asking them practically the same questions as in the previous meeting. He then asks Tony a number of questions relative to the history and government of the United States.

Tony answers most of these satisfactorily. (Consult Hill and Davis: *Civics for New Americans*.)

*Judge*: You have now completed all the essential steps in the naturalization process, except one. You will now stand and take the Oath of Allegiance to the United States.

(Tony stands, facing the Judge, with his right hand raised. "The Star-Spangled Banner" is played softly, while the flag comes down the aisle, carried by a Guard of Honor from the Boy and Girl Scouts. The Judge gives his charge: "Henceforth for you there is no such thing as a divided allegiance. From now on for you there is but one country and one flag. America is your country and you are an American citizen." The Judge then gives the Oath of Allegiance slowly, clause by clause, and Tony repeats it after him.)

### *The Oath of Allegiance*

"I hereby declare on oath that I absolutely and entirely renounce and abjure all allegiance and fidelity to any foreign prince, potentate, state, or sovereignty, and particularly to (name of sovereign of country) of whom I have heretofore been a subject; that I will support and defend the Constitution and Laws of the United States of America against all enemies, foreign and domestic, and that I will bear true faith and allegiance to the same."

The large flag at the back of the stage lifts, and a girl dressed as "Columbia" comes forward and speaks to Tony:

"You have just taken an oath of allegiance to the United States. You have taken an oath of allegiance to a great ideal, to a great body of principles, to a great

hope of the human race. You have said: 'We are going to America not only to earn a living, not only to seek the things which it was more difficult to obtain where we were born, but to help forward the great enterprises of the human spirit, to let men know that everywhere in the world there are men who will cross strange oceans and go where a speech is spoken which is alien to them, if they can but satisfy their quest for what their spirits crave; knowing that whatever the speech there is but one longing and utterance of the human heart, and that is for liberty and justice.'

"I certainly would not be one even to suggest that a man cease to love the home of his birth and the nation of his origin—these things are very sacred and ought not to be put out of our hearts—but it is one thing to love the place where you were born and it is another thing to dedicate yourself to the place to which you go.

"You have come to this great nation voluntarily, seeking something that we have to give, and all that we have to give is this: We cannot exempt you from work. . . . We cannot exempt you from the loads that you must carry. We can only make them light by the spirit in which they are carried. This is the spirit of hope, it is the spirit of justice, it is the spirit of liberty."

—Excerpts from President Wilson's speech to recently naturalized citizens in Philadelphia, 1915.

"Columbia" then reads from her scroll the first verse of "America." The audience then sings the first and last verses. During this part of the scene all the principals are on the stage and Tony, standing next to Columbia, reads the words from her scroll and sings out lustily and proudly with the rest.

(Curtain.)



2. THE CONSTITUTIONAL CONVENTION<sup>1</sup>

The Constitutional Convention of 1787 readily adapts itself for distinctly worth-while dramatization purposes. Have individuals represent the leading delegates, presenting with actual speeches the points of view of such men as Washington, Franklin, Madison, Hamilton, Randolph, and others, on the great questions at issue. There are many interesting sidelights that may be worked in to relieve the speeches from *Madison's Journal*. In this manner, as they discuss the great compromises, they will come to see as never before just how the parts came to fit together; how it was necessary, as Franklin reminded them, "to plane a little off both boards if they wanted to make a good joint." This method will make the Convention real and the Constitution something more than a dry compilation of laws and regulations.

## 3. The Second Continental Congress: Four Episodes.

(1) The Continental Congress in Session.

(2) The Committee appointed to draw up the Declaration.

(3) Thomas Jefferson's Midnight Inspiration.

(4) The Report of the Committee.

4. A New England Town-Meeting or a County Court Day. (See Fiske: *Civil Government*.)5. The Signing of the Mayflower Compact. (See the *Bradford History*.)

## 6. A Cabinet Meeting in Washington's, Jackson's, or Lincoln's administration.

## 7. A Reproduction of "The Great Triumvirate" in action.

<sup>1</sup> *The Dramatization of the Constitutional Convention*. By Margaret Porch Hamilton. Leonia, N. J. Price, 50 cents.

8. A Reproduction of "The Lincoln-Douglas Debates."

9. Makers of the Flag. Follow suggestion of Secretary Lane in his speech on "The Making of the Flag." (See Pearson & Kirchney: *Essentials of English, Upper Grades*, American Book Co.) A large flag hanging from the back of the stage, with a girl dressed as Liberty concealed behind it. Then pupils who have performed some daily act of service in their community pass before it and are greeted by the Flag, *e. g.* :

- (1) A girl on the way to school who has not been absent or tardy for the entire term.
- (2) A boy who performed some act of courtesy to strangers met on the street.
- (3) A girl who helped to sell thrift stamps.
- (4) A girl who cheerfully helped mother about the house.
- (5) A boy who did his "bit" in a clean-up or Safety-First campaign.
- (6) A boy who worked faithfully in his home garden.  
These individuals may be followed by a group demonstration.
  - (a) A clean, honest game of basket-ball where co-operation enters in.
  - (b) An episode showing courage and resourcefulness on a Boy Scout or Girl Scout hike.

# 10. THE FLAGMAKERS

Theme: "Only those who are true flagmakers may hear my voice."

A large American flag hangs at the rear of the stage, and a girl with a good speaking voice is concealed be-

hind it. She is dressed as "Liberty," and is "The Voice of the Flag."

### PROLOGUE

A boy or girl comes forward and recites the following extract from Secretary Lane's famous speech during the World War on "The Makers of the Flag":

"This morning, as I passed into the Land Office, The Flag dropped me a most cordial salutation, and from its rippling folds I heard it say: 'Good morning, Mr. Flagmaker.'

"'I beg your pardon, Old Glory,' I said, 'aren't you mistaken? I am not the President of the United States, nor a member of Congress, nor even a general in the army. I am only a government clerk.'

"'I greet you again, Mr. Flagmaker,' replied the gay voice, 'I know you well; you are the man who worked in the swelter of yesterday straightening out the tangle of that farmer's homestead in Idaho, or perhaps you found the mistake in that Indian contract in Oklahoma, or helped to clear that patent for the hopeful inventor in New York, or pushed the opening of that new ditch in Colorado, or made the mine in Illinois more safe, or brought relief to the old soldier in Wyoming. No matter; which ever one of these beneficent individuals you may happen to be, I give you greeting, Mr. Flagmaker.'

"I was about to pass on when The Flag stopped me with these words: 'Yesterday the President spoke a word that made happier the future of ten million peons in Mexico; but that act looms no larger on the flag than the struggle which the boy in Georgia is making to win the Corn Club prize this summer.'

"Yesterday the Congress spoke a word which will open the door of Alaska; but a mother in Michigan worked from sunrise until far into the night, to give her boy an education. She, too, is making the flag.

"Yesterday we made a new law to prevent financial panics, and yesterday, maybe, a school teacher in Ohio taught his first letters to a boy who will one day write a song that will give cheer to the millions of our race. We are all making the flag.'

"But,' I said impatiently, 'these people were only working!' Then came a great shout from The Flag:

"The work we all do is the making of the flag. I am whatever you make me, nothing more. . . . I am no more than what you believe me to be, and I am all that you believe I can be.

"I swing before your eyes as a bright gleam of color, a symbol of yourself, the pictured suggestion of that big thing which makes this nation. My stripes and my stars are your dream and your labors. They are bright with cheer, brilliant with courage, firm with faith, because you have made them so out of your hearts. For you are the makers of the flag, and it is well that you glory in the making.'"

## EPISODE I

*Enter left:*

Red Cross Nurse

Crippled Soldier

Another Soldier.

They walk from the hospital door down the stage toward flag.

*Crippled Soldier:* Although I shall never be fit for active service again, I have you to thank for saving my life.

*Nurse:* There are many things you can still do for your country, even though you are no longer able to enter active service.

*Soldier:* Well, at least it was done for the honor of Old Glory flying yonder.

Pause. They all salute the flag.

The soldier, standing at attention, repeats the first stanza of "The Name of Old Glory," by James Whitcomb Riley. The Red Cross nurse then gives the second stanza, and the crippled soldier follows with the third. Liberty then steps forward and answers them all by repeating the last six lines of the poem.<sup>1</sup>

## EPISODE II

*Enter left:*

Enter three girls carrying books. They are very busily conversing about school and their studies for the day.

*Mary:* I am scared to death of that Latin test to-day. I am sure I will never pass it.

*Jane:* I took my books home last night and crammed and crammed. I am sorry now that I haven't studied each night so that I would know my lesson.

*Sue:* Well, I am a little nervous, but as I have tried to keep up in my lessons all through, I think I will pass.

They are all very much startled when they hear the voice of the flag, speaking to the third girl.

*Flag:* Congratulations, Sue. You have indeed proved yourself to be a true flagmaker.

*Sue (in surprised way):* Old Glory! is that you speaking? Why what have I done to be called a flagmaker?

<sup>1</sup> This poem, with many other fine selections, both in prose and poetry, will be found in Munroe and Miller's book: *The American Spirit*, published by The World Book Co., Yonkers.

What do you mean? Why, I never made a flag in my life.

*Flag:* But you have not been tardy or absent from school this year, and I just heard you saying that you didn't have to study very hard last night for the test, because you had learned your lesson well each day. In those ways you have fulfilled a duty to yourself and to your country, and therefore proved yourself to be a true flagmaker.

*Sue:* I understand now, and I shall try harder in the future to be a better flagmaker than I have been in the past. Well, girls, we must hurry now or we shall be late, and that would not be a good way to fulfil the part of better flagmakers. Good-by, Old Glory!

Girls walk off the stage.

### EPISODE III

*Enter right:*

Enter two boys, Edward and Robert.

*Flag:* Good morning, Robert. How's the little flagmaker?

*Robert (showing surprise):* Good morning, er—er—did you speak to me, Old Glory?

*Flag:* Yes, I mean you.

*Robert:* But why do you call me a flagmaker?

*Flag:* Don't you remember the cold, rainy day you helped an old woman across the street crowded with traffic? And don't forget the time you helped a poor, lame man into the street-car even though your comrades laughed at you. You are a boy that our school may be proud of.

*Robert:* Yes! Yes! Flag, but I could not go by without helping those strangers.

*Flag*: Not every one would think of doing what you did, and you are to be commended.

*Edward*: You're lucky, Bob. I wish that I had done some good act.

*Robert*: You're a good sport, Ed, and I am sure that you are going to try in the future.

*Robert and Edward*: Good-by, Flag (*Edward adding*), I bet that next time we meet I shall be a flagmaker too.

*Flag*: Good-by, boys, and good luck to you, Ed.

#### EPISODE IV

*Enter right*:

The girl who stayed at home to help her mother, and a girl who sold thrift stamps and did Red Cross work.

Scene: Early morning on a busy street.

*Flag (to girl skipping down the street with a basket in her hand)*: Why the rush, little Miss Flagmaker?

*Girl (drawing back in amazement and dropping her basket)*: Oh, you must be mistaken. I am no flagmaker.

*Girl (picking up basket and preparing to go on)*: Why, I believe I know of whom you are thinking. It's the little girl who lives near me, who, besides selling thrift stamps for the past month, has also been doing Red Cross work. Why *here* she is now.

Enter girl carrying pencil, pad, and stamp-book.

*Flag*: Oh, no, I was not mistaken when I called you little Miss Flagmaker. Although I have observed enough of the work your friend has been doing to credit her with that title also. I have also seen what *you* have been doing, and am justified in calling you a flagmaker.

*Second Girl*: Yes, you are right. I have seen my friend here stay home on a Saturday afternoon, and work in order that her mother might go out for an afternoon's

pleasure. Because her work has not been as noticeable as mine, she does not think that she has been a flag-maker, but she has been one, and in every way. Why even now she is on the way to the store for her mother.

*First Girl* : Oh, that reminds me, mother will be waiting, so I must hurry. Won't she be surprised when she learns that I am a flagmaker?

Both girls hurry down the street arm in arm.

*Flag* : If every one were as much a flagmaker as those two, and so unmindful of it, we would soon have a well-made flag.

## EPISODE V

### *Kindness to Animals*

*Enter left* :

A boy comes in carrying a rabbit and trap. He puts rabbit down and commences teasing it. While this is going on, two girls enter, and the boy runs off as they call to him. One girl goes to the rabbit and picks it up.

*Girl* : Poor bunny ! I'll keep you so that bad boy cannot harm you !

*Other Girl* : My, but he's a dirty old bunny ! Look at his chin whiskers ! I wouldn't keep him if I were you.

*Girl* : Oh ! I've found a cracker for him ! (She begins to feed the rabbit.)

*Other Girl* : Well, if you're going to stand around all day with an old rabbit, I'm going on or I shall be late.

She goes out.

*Flag* : Blessings on you, my child, you are indeed a flagmaker.

*Girl (with puzzled look)* : I, a flagmaker. Surely, you must be mistaken, Old Glory.



*Flag*: No, I am not mistaken. You are the very best kind of flagmaker.

*Girl*: Old Glory, to be called a flagmaker by you is a great honor indeed. But why do you call me that?

*Flag*: You have shown, by your actions, that you love and are kind to all dumb creatures. This is especially pleasing to me. By doing what you have done, you have performed a true service to your country, although it may seem very small to you.

*Girl*: Old Glory, I shall always look on kindness in a better light now that I know it means so much to you.

Goes out slowly stroking the rabbit.

## EPISODE VI

### *A Boy Who Works Faithfully at Home*

*Enter right*:

A boy enters carrying newspapers. He is whistling as he walks along reading the news. As he passes off the flag greets him:

*Flag*: Good morning, Master Flagmaker.

*Boy (turning in wonder to look about to see who has spoken, calls)*: Oh! Dick! is that you?

On getting no answer he resumes his whistling, and then stops as the voice again comes from the flag:

*Flag*: How are you, Master Flagmaker?

*Boy*: If you are talking to me, Old Glory, it is the first time I ever knew that you could speak.

*Flag*: I am always speaking to the people of my country, but so many of them refuse to hear me. You are a flagmaker, you see, so you heard my voice.

*Boy*: I never in any way considered myself a flagmaker, and don't even know what you mean.

*Flag:* That is so much the better, as you have built without any thought of reward and praise. You are the boy who has for some time been at work selling papers to support himself. Moreover, you are the lad who is always working about home to help your father and mother. You are happy as you work, and do most of your work without being told. America needs boys like you.

*Boy:* It's only right that I should do my share when mother and father are working so hard for my education. They give up many things for my benefit.

*Flag:* That is the spirit of a true flagmaker, my boy, and that is why I greet you as one.

*Boy (straightening up):* Old Glory! I thank you for your praise, and I shall try to tell all my boy friends that they too may realize how much little every-day things mean to the flag.

He salutes the flag, picks up his bundle of newspapers, and hurries out.

## EPISODE VII

*Enter left:*

A basket-ball squad on their way to the Y. M. C. A. to play a game.

Entrance: All are talking at once. The scene is one of confusion.

*Flag:* Good morning, flagmakers. (Medium loud tones.)

*First Boy:* Did some one speak?

*Second Boy:* You're hearing things.

*Flag:* Good morning, flagmakers.

*Third Boy:* Great guns! Is it the flag? Comes from that direction.

*Fourth Boy:* What did it call us?

*Fifth Boy*: Flagmakers.

*Sixth Boy*: Flagmakers! I never made a flag in my life.

*Fifth Boy*: Only girls sew. (Sarcastically.)

*Flag*: But you do not have to sew to be a flagmaker. You have played good clean games throughout the season, showing good sportsmanship in all your dealings. You, both players and coach, represent our Junior High School. You are doing your part in coming up to a high standard of citizenship. It is just such athletes that make good, strong, healthy, manly American citizens, and they are the kind we need. Now do you understand what I mean?

*First Boy*: I think we get the drift now.

*Second Boy*: Let's hurry along, or we'll be late for our game.

*Third Boy (pulls out watch and consults it)*: Just a quarter of ten, and the game starts at ten o'clock sharp. Phew! fifteen minutes to get to the Y!

*Chorus*: Good-by, Old Glory! We'll remember!

## EPISODE VIII

### GIRL SCOUTS AS FLAGMAKERS

*Enter left*:

Enter two girl scouts on their way to a scout meeting. As they enter at one end three others enter at the other end. As both groups approach the middle of the stage one of the three calls a greeting to the other two, and says:

*Girl 3*: Oh, girls, have you got your assignment done for the meeting to-night?

*Girl 1*: Yes, we have, and we think they are pretty nice.

*Girl 2 (one of the three):* What assignment are you talking about?

*Girl 3:* That's right. You were not at our last meeting when Miss Jones offered that fine prize for the best short reading on "Citizenship."

*Girl 2:* Tell me about it, girls.

*Girl 4:* Well, Miss Jones said that the girl who would bring in to scout meeting the finest thing she could find on Patriotism or Citizenship, and satisfy the troop that hers was the best, should be our delegate to the State reunion next month.

*Girl 2:* What are your pieces like? Let's hear them.

*Girl 1:* All right. I'll begin. Mine's the Athenian Oath, taken by the boys of old Athens when they were admitted to the army. "We shall never bring disgrace to this, our city, by any act of dishonesty or cowardice, nor ever desert our suffering comrades in the ranks. We will fight for the ideals and sacred things of the city, both alone, and with many. We will revere and obey the city's laws, and do our best to incite a like respect and reverence in those above us who are prone to annul or to set them at naught. We will strive unceasingly to quicken the public sense of civic duty. Thus, in all these ways, we shall transmit this city not only not less, but greater, better, and more beautiful than it was transmitted to us."

Girls applaud enthusiastically.

*Girl 2:* That was fine, and I wish I had time to find something as good myself.

*Girl 1:* Now it's your turn, Julia.

*Girl 3:* All right. I chose the American creed, by Mr. William Tyler Page. It is made up of parts of famous American papers and documents. "I believe in the

United States of America; a government of the people, for the people, by the people; whose just powers are derived from the consent of the governed. A democracy in a republic; a sovereign nation of many sovereign States; a perfect union; one and inseparable; established upon these principles of freedom, equality, justice, and humanity, for which American patriots sacrificed their lives and fortunes. I therefore believe it to be my duty to my country to love it; to support its constitution; to obey its laws; to respect its flag, and to defend it against all enemies."

Girls again applaud.

*Girl 3:* Now, Jane, it's your turn.

*Girl 4:* Mine's the Civic Creed as drawn up by teachers at the Summer School at Hyannis, in 1917. "I believe in America, the land of all nations, but of one nationality. I believe in a knowledge of my country's history and a respect for her traditions, that they may continue to be 'even as stepping-stones' unto others, as was the purpose and the prayers of the Pilgrims. I acknowledge my personal responsibility as a citizen of this great Commonwealth, and I dedicate myself to a life of service and usefulness in my community. I believe in America's future as an inspired leader of democracy, and I look forward to the brotherhood of all mankind."

Makes a little bow as the others applaud.

*Girl 2:* The honor of being last is yours, Rosalie.

*Girl 5:* I have a little verse from Edgar Guest that daddy has always been fond of since Bob never came back from the war.

1. Less hate and greed  
Is what we need,  
And more of service true;

More men to love  
The flag above,  
And keep it first in view.

2. Less boast and brag  
About the flag,  
More faith in what it means;  
More heads erect,  
More self-respect,  
Less talk of war machines.
3. The time to fight  
To keep it bright  
Is not along the way,  
Nor 'cross the foam,  
But here at home—  
Within ourselves—to-day.
4. 'Tis we must love  
That flag above  
With all our might and main;  
For from our hands—  
Not distant lands—  
Shall come dishonor's stain.
5. If the flag be  
Dishonored, we  
Have done it—not the foe;  
If it shall fall,  
We, first of all,  
Shall have to strike the blow

Girls applaud and Girl 2 comes a little nearer them and says:

Girls, it's early yet, so come on around to the library with me. I don't want to be left out of anything as fine as this.

They all agree as they go out with her.

*Liberty*: This spirit and interest as shown by these Girl Scouts makes my stripes bright, and my field of blue, with its stately stars, brilliant among all the flags of the world. These girls are the true type of young American womanhood.

## EPISODE IX

### BOY SCOUT CITIZENSHIP

*Scouts left. Toughs right*:

*Characters*:

Boy Scout and a troop or many Scout friends.

Young Tough of about the same age, and a gang of his friends.

Young Tough slouches in at one end, and as he approaches the stage centre he draws from his pocket a banana, throwing the peel on the stage as he starts eating. In the meantime a Boy Scout has entered at opposite end of stage and sees him throw the peel and start off. Scout hails him.

*Scout*: Hey, mate! Don't do that. Some one might slip on that peel and get a bad fall. Don't you think it would be better citizenship to pick it up and put it in the garbage-can over there?

*Tough (eyeing Scout)*: Well, who do you think you are? I'll throw my peels wherever I want to, and it's none of your business. What you gonna do about it?

*Scout*: Just the same, you had better do what is right and pick up a dangerous thing like that skin.

*Tough*: You better run home to your mamma before you're hurt.

*Scout (persistently)*: You brand yourself as a pretty poor type of citizen by leaving that there for some one

to fall on. You ought to be made to do the right thing once in a while.

*Tough*: Are you trying to get fresh with me, young feller?

*Scout* (*again disregarding him*): If you are a good citizen you will pick up that skin.

As Scout says this he takes Tough by the shoulder and gently urges him toward the peel. Tough draws back angrily.

*Tough*: Say, if you try to get fresh with me, cutie, I'll call my gang. (Steps back and gives a whistle.)

They grapple with each other just as a gang of youngsters of the Tough's variety come on the stage. The Tough slips on the banana peel, falling on his shoulder, and turns over on his back and lies there groaning. The Scout kneels by him as the rest gather around, staring helplessly. Scout helps Tough to his feet. The Tough's shoulder hangs humped forward, and he groans continuously. Scout feels the shoulder and says:

*Scout*: Your shoulder is dislocated, but we'll have it back again in a jiffy. Now let me show you what my crowd can do? (He pulls out a Scout whistle and blows it.)

Group of Boy Scouts come in.

*Scout*: Come here, fellows, and help me get this shoulder back into place.

They go to work in a business-like manner, and with groans and faces from Tough they finally get shoulder fixed. Tough works it gingerly as several ask him how it feels.

*Tough*: A little sore, but better.

*Scout*: Now, I'll bandage it for you, and then you won't use it for a day or so, and it will be O. K. (Fixes arm.)



*Tough*: Say, how do you fellows come to know all this stuff? I thought . . .

*Scout*: Boy Scouts try to study and learn all sorts of things. First aid is only one of the many things we come to know. One thing we pledge to do is some helpful act each day.

*Tough*: Is it true you go on trips up country and have real camping?

*Scout*: Sure we do! Every few weeks. And we have to take this oath. (Repeats Scout Oath.)

*Tough*: Could I join a gang like that?

*Scout*: Come on with us. We'll show you and be glad to have you with us in the troop. Come on, fellows!

*Tough (to his gang)*: You fellows come on and join too. It'll be great sport.

As they start out the Tough notices the banana skin, and stops. He leans forward hastily and picks it up and carries it to garbage-can, saying:

*Tough*: I'll begin right now. Come on, fellows, hurry.

They hurry out and Liberty comes from behind the flag and looks after them.

*Liberty*: Well done, Boy Scout flagmakers!

## EPILOGUE

Following the last episode the various groups come on the stage and group themselves, and Liberty comes from behind the flag and speaks to them:

*Liberty*: I am Old Glory, the emblem of our nation. I stand for what you are, and I am what you make me. The flag is not finished, but each citizen each day helps to make the flag. Each is putting in his or her stitch. Some are fine, and strong, and firm; others are loose, and

coarse, and rotten. I am what you make me. My honor and good name depend upon you.

The children in this — School, our own school, are the flagmakers of this and the next generation. They have the privilege of setting the standards of this school. If they do their work here with sincerity and honesty, and in their daily life outside of school are kind, courteous, and courageous, I shall always be proud that they have lived up to the purpose for which I was first created—and that purpose is courage, purity, and truth—red, white, and blue.

All turn and salute the flag, repeating the pledge of allegiance.

(Curtain.)

NOTE.—There have been many calls for this little dramatization. It was first presented by the VIth Grade of the Horace Mann School. Episode IX on "Boy Scout Citizenship" was conceived by Kenneth Robinson, of that grade. The organization here given was worked out in more detail by the pupils of the VIIIth and IXth Grades in the lower Merion Junior High School, under the direction of the principal, Mr. Edward H. Snow, and given at the dedication of their new junior high school building, in 1924. It was also used by the Council on Educational Method, Scranton, Pa., in 1925.

## XIII

### A HOME LIBRARY IN UNITED STATES HISTORY AND HISTORICAL FICTION

#### 1. *Biography:*

- (a) Life of George Washington. Ford, Morgan, Lodge.
- (b) Life of Daniel Webster. Lodge, McMasters.
- (c) Life of Abraham Lincoln. Tarbell, Nicolay, Morgan, Sandburg.
- (d) (Grant, Hayes, Blaine, Cleveland, McKinley)  
Twenty Years of the Republic. H. T. Peck.
- (e) Life of Theodore Roosevelt. Riis, Hagedorn, Thayer.
- (f) Life of Woodrow Wilson. Lawrence.

#### 2. *The Epoch-Making Series:*

- (a) The Colonies. Thwaites.
- (b) The Formation of the Union. Hart.
- (c) Division and Reunion. Wilson.

#### 3. *Single Volumes:*

- (a) American History. Muzzey or Beard.
- (b) Struggle for a Continent. Parkman.
- (c) The War for American Independence. Fisher.
- (d) The Critical Period. Fiske.
- (e) The Expansion of the American People. Sparks.
- (f) The Citizen and the Republic. Woodburn and Moran.
- (g) The American Commonwealth. Bryce.
- (h) Episodes from the Winning of the West. Roosevelt.
- (i) The U. S. in Our Own Times (1870-1903). Andrews.

- (j) Recent History of the United States. Paxson.  
(k) Our Times: The Turn of the Century. Sullivan.

4. *Volumes:*

- (a) History of the American People (1607-1900). 5 vols. Wilson.  
(b) History of the United States (1850-1896). 8 vols. Rhodes.  
(c) American History told by Contemporaries. 4 vols. A. B. Hart, Ed.  
(d) The American Statesmen Series. Moore, Ed.-in-chief.  
(e) The American Nation Series. 27 vols. A. B. Hart, Ed.  
(f) The Chronicles of America Series. 50 vols. Yale University Press.

5. *American History in Fiction—For Upper Grades and High School:*

PERIOD OF DISCOVERY

Ballantyne: The Norsemen in the West.  
Cooper: Mercedes of Castile (Columbus).  
Tourgée: Out of the Sunset Sea (Columbus).

COLONIAL PERIOD

Munroe: The Flamingo Feather (Huguenots in Florida).  
Coffin: Old Times in the Colonies.  
Hawthorne: Grandfather's Chair (Early New England).  
Austen: Standish of Standish.  
Irving: History of New York by Diedrich Knickerbocker.  
Hawthorne: Scarlet Letter (The Puritans).  
Catherwood: The Romance of Dollard (New France).  
Van Zile: With Sword and Crucifix (La Salle).  
Doyle: The Refugees (The Huguenots).

Catherwood: The Story of Tonty (La Salle).

Hough: The Mississippi Bubble.

Cooper: The Leatherstocking Tales, The Deerslayer, The Pathfinder, The Last of the Mohicans, The Pioneers, The Prairie.

Thackeray: The Virginians (Washington).

Craddock: Old Fort London.

Hawthorne: Mosses from an Old Manse, Twice Told Tales, The Scarlet Letter (Early New England).

Parker: The Seats of the Mighty (Old Quebec).

#### THE AMERICAN REVOLUTION

Kennedy: Horseshoe Robinson (South Carolina).

Coffin: The Boys of '76, The Daughters of the Revolution.

Cooper: The Pilot (John Paul Jones), The Spy.

Churchill: Richard Carvel (Maryland).

Mitchell: Hugh Wynn (The Quakers).

Thompson: Alice of Old Vincennes.

#### FROM 1781 TO 1812

Atherton: The Conqueror (Hamilton).

Pidgin: Blennerhassett (Burr).

Churchill: The Crossing (George Rogers Clark).

Coffin: Building the Nation.

Cable: The Grandissimes (New Orleans and the Creoles).

Hale: Philip Nolan's Friends.

Altsheler: A Herald of the West (War of 1812).

Pyle: Within the Capes (A Sea Story).

#### FROM 1812 TO 1861

Dougal: The Mormon Prophet (Joseph Smith).

Hubbard: Time and Chance (John Brown).

Cable: Old Creole Days.

Eggleston: The Hoosier Schoolmaster (Pioneer Life in Indiana), The Graysons (Pioneer Life in Illinois, Lincoln).

Mitchell: Far in the Forest (Early Life in Western Pennsylvania).

Tierman: Suzette (Aristocratic Life in Richmond).

Stowe: Uncle Tom's Cabin.

### THE CIVIL WAR

Benson: Who Goes There?

Churchill: The Crisis.

Fox: The Little Shepherd of Kingdom Come (Kentucky).

Kieffer: Recollections of a Drummer Boy.

Coffin: Winning His Way, The Drum Beat of the Nation, Marching to Victory, Redeeming the Republic.

Page: Red Rock (Reconstruction), Two Little Confederates.

Crane: The Red Badge of Courage.

Eggleston: The Bale Marked Circle X (Blockade Running).

Glasgow: The Battle Ground (Virginia).

Benson: A Friend with the Countersign (Grant and Lee).

Altsheler: Before the Dawn.

### FROM 1865 TO 1900

Cable: John March, Southerner.

Tourgée: A Fool's Errand and the Invisible Empire (Ku Klux Klan).

Anonymous: Democracy: an American Novel (Political Society in Washington).

Overton: The Heritage of Unrest (Western Indian warfare).

Jackson: Ramona (Government treatment of the Indians).

Ford: The Honorable Peter Sterling (Cleveland).

—Compiled by Gertrude Buck. Printed by permission of *The Historical Outlook*, October, 1919.

#### ADDENDA

Johnston: To Have and to Hold (Early Virginia).

Ford: Janice Meredith (Revolutionary War).

Frederick: In the Valley (The Mohawk Valley in the Revolutionary Period).

White: Gold (1849).

Quick: Vandermark's Folly (Early Settlers in Iowa).

Hough: The Covered Wagon (Pioneers to the Far West).

Hill: The Iron Horse (Western Railroads).

Bachelor: A Man for the Ages (Lincoln), The Days of Poor Richard (Franklin).

Davis, R. H.: The Deserter (The World War).

Garland: A Son of the Middle Border (Prairie Days).

Chambers: Cardigan (Sir William Johnson and the Mohawk Valley Indians).

## XIV

### "RESPECT THE CHILD"

#### WHAT IS A SCHOOL FOR?

CHARLES W. ELIOT

The greatest educational need of the United States to-day is, in my opinion, the adoption of the following programme and discipline in schools and families:

Enlist the interest of every pupil in every school in his daily tasks in order to get from him hard, persistent, and enjoyed work.

Cultivate every hour in every child the power to see and describe accurately.

Make the training of the senses a prime object every day.

Teach every child to draw, model, sing, or play a musical instrument, and read music.

Make every pupil active, not passive; alert, not dawdling; led or piloted, not driven, and always learning the value of co-operative discipline.

Teach groups of subjects together in their natural relations. For example, arithmetic, algebra, and geometry, or history, biography, geography, and travel. Associate reading, spelling, and English composition, and secure practice in them every day. Teach chemistry, physics, biology, and geology together every week throughout the twelve-year course.

Put into all American schools universal physical train-



ing for both boys and girls from six to eighteen years of age.

Make sure that every pupil has a fair chance to learn the elements of agriculture, dietetics, cooking, and hygiene; every boy the elements of some manual trade, and every girl the domestic arts. The instruction in hygiene should include the defenses of society against the diseases and degradations consequent upon ignorance, moral depravity, poverty, and vice.

To make room for the new subjects and for increased instruction addressed to the individual pupil, reduce class work and the size of classes, lengthen the school day, and shorten the summer vacation. Use in classes such stimulating competition as both children and adults use in sports and games.

Keep the atmosphere of every school and family charged with the master sentiments of love, hope, and duty. Keep out both fear and selfishness.

There is no doubt that such schools will cost much more money in buildings, grounds, salaries, and equipment than the American communities have been accustomed to spend. Therefore, appropriations of public money and private gifts for endowments must both be increased.

What some people call frills or fads in schools and family life, like music and drawing, are really of fundamental importance. The variety of studies offered by the new programme is essential to the discovery of every pupil of the kind of work he likes best, and the variety of elective studies in high schools and colleges is indispensable to the development of American scholarship and to the general attainment of joy in work. A human life without joy in work cannot be a happy one.

The continued success of the American democracy in government, industries and social organization depends on the adoption of these principles in the bringing up of children, the management of industries, and the use of leisure.

## SCOUTING EDUCATION

JAMES E. RUSSELL, TEACHERS COLLEGE

In these perilous times it is the common word that somehow the schools must make good in training for American citizenship. Those of us who have been interested in public school education realize that all good teachers everywhere are thinking and planning and doing their best to attain this high ideal.

We are aware, however, of certain limitations in our work. We are able in our schools in the five or six hours a day, five days in the week, and for forty weeks or less in the year, to give a certain definite amount of training. Some information concerning citizenship and the purpose of citizenship is given, but at the same time we are aware of the fact that no amount of mere knowledge or information necessarily guarantees right citizenship. Know full well that citizenship is not merely a matter of the head.

And so I have said many times that the programme of the Boy Scouts is the man's job cut down to the boy's size. It appeals to the boy, not merely because he is a boy, but because he is a man in the making. The scouting programme does not ask of the boy anything that the man does not do; but step by step it takes that boy from the place where he is until he reaches the place where he should be.

Now this should be a recognized principle in good pedagogics, but it is not one that we in the schools always bear in mind.

As a systematic scheme of leading boys to do the right thing and to inculcate right habits, it is almost ideal. In the doing, two things stand out: the one is that habits are fixed; the other is that it affords an opportunity for initiative, self-control, self-reliance, and self-direction. And these two ends that I have just mentioned are implicit in all our educational effort. We know full well that good character depends quite as much—I think vastly more—upon fixed habit than it does either upon high ideals or correct information. The only person who can be depended upon to vote for better school facilities at the next election is the person who voted that way at the last election. The only ones in this room who can be depended upon to go to church next Sunday are those who went to church last Sunday. And so it is in every act of our life. These habits which we form in boyhood, and strengthen as we go into manhood, if indeed, they are capable of being strengthened and if, further, they are of the kind that are called for in the exercise of the rights and duties of citizenship,—you can readily see are an indispensable part of the process for making good citizens.

#### ADOLESCENT CHARACTERISTICS

LUTHER A. WEIGLE, YALE UNIVERSITY

##### *Later Childhood (Eleven to Thirteen)*

This is a period of slow growth, of health and hardihood. The first marked difference between the sexes appears, girls being quicker to develop than boys. In-

dependence and self-assertion are the more obvious characteristics of the period. The boy's interests reflect the activities of a more primitive generation. Fighting, hunting, fishing, exploring, collecting, go to make up his life. He is more likely to play truant or to run away than at any other period. He is full of daring and adventure, of dash and go.

But there is another side. Later childhood marks a distinct advance in moral development. The social instinct begins to ripen in this period. The sexes now draw apart. Boys and girls no longer share the same interests or enjoy the same games. Girls are more mature than boys of the same age. They develop more quickly, not only in body but in mind. Social motives predominate in the games of the period, which are almost wholly competitive. But more and more the boy becomes interested in games that call for team-play rather than for individual prowess. Team games call for organization; yet even aside from them, the "gang instinct," as it has been called, is at work. Boys and girls of this age naturally and spontaneously organize themselves into informal groups and into more or less formal clubs.

With this awakening of the social instincts, there comes into the child's life a new moral force—that of the opinion of his peers. He has entered into a social order of his own, and its laws become his standards of right and wrong. He no longer imitates parents and teachers, but his own companions, or the one whom the gang holds a hero. He cares little for the opinion of older people, but a great deal for what the "bunch" thinks. A strong sense of honor is characteristic. A boy's fundamental virtue is loyalty. He will stick by the rest of the fellows through thick and thin. And from this

loyalty springs a fine sense of what is honorable and true and just. His boyish conceptions of these things are often enough distorted; but they are virtues none the less, and virtues really his own.

This is the period of Life's first idealism. These first ideals are concrete. They are found always in some person. Later childhood has well been called the age of hero-worship. You cannot help a boy or girl of this age by talking of ideals in general and in the abstract. You must set before them a hero.

At no time of life is there a greater hunger for books and reading than now. We make a mistake if we treat the child's reading either as a mere amusement or as a sugar-coat for a moral. To the end of life the love of good literature remains one of its mightiest spiritual forces. It is your privilege to put your pupil in touch with the literary heritage of the race.

Habits are more easily formed in this period than at any other time of life, and are more lasting. Impressions are easy, and connections between cells quickly established. Memory is best in these years, for memory is, after all, a kind of habit. Repetition will now fix anything in the mind, whether it be understood or not, and many a glib answer will deceive us into thinking that the pupil has really grasped our teaching.

### *Early Adolescence (Thirteen to Sixteen)*

The passage from childhood is life's greatest transition. The term adolescence is applied to the whole period from this first awakening of new powers to their final ripening into young manhood and womanhood. The most profound changes of these years, of course,

are those connected with the development of the powers of sex.

Early adolescence is a time of expansion. Life widens in a hundred unexpected ways, and may take any one of them as its final direction. It is full of conflicting impulses, of contradictions and surprises. It is now that the boy really begins to attain selfhood. He is filled with a new sense of power and with a desire to use it as a man should. This expansion of selfhood reveals itself in the desire to go to work which every boy feels at this age. It is hard now to keep boys at school. They feel that they ought to be getting at a trade or beginning their business career, and that it is time they were making money.

Early adolescence is genuinely and passionately idealistic. The boy is no longer a mere imitator; he is more than hero-worshipper. He begins to discern inward qualities, and to feel the intrinsic worth of truth, faith, self-sacrifice. The social instincts now mature rapidly. The gang instinct is strongest at thirteen and then declines. It is not that the youth becomes less social; rather that he is becoming conscious of a larger world. The opinion of his fellows remains a powerful moral force, as it does to the end of life; yet now he begins to look for judgment beyond his immediate companions.

The development of the sexual instincts underlies every other change at adolescence. Boys begin to pay attention to their dress, and girls are no longer tomboys. From sixteen to eighteen the feelings deepen and acquire more stability. It is the time at which emotional religious conversions are most apt to occur. Intellectually adolescence is marked by the development of the higher powers. The youth is able to reason. He wants to under-

stand. He rejects mere authority. He demands proofs. He is not content with scattered bits of knowledge; he wants to see things in their relations. Clear, logical statements of beliefs and reasons will be accepted. But we can force the youth to doubt if we press authority where he seeks reason, or if, in matter or method, our teaching is below his level.

*Later Adolescence (Sixteen to Twenty)*

The development of individuality is the fundamental characteristic of this period. It has been well called a time of selection and concentration. With choice comes individuality. Lives diverge. Each must have its own work, and each its own quality. Each pupil presents a separate problem in himself.

For most of our pupils later adolescence marks a new stage. It is the time of transition from economic dependence to self-support and independence. Nature has made ready for this transition. The physical energy that before was needed for growth can now be turned into activity and the development of strength. This is the age when athletes develop. The intellectual energy of the period is just as great. Reason and will are maturing, and the mind is restlessly active.

Yet later adolescence contains its disappointments. It is almost inevitably a time of some disillusionment. The first contact with reality brings something of a shock. Later adolescence is often called the "wild oats" period. But the wild doings of youth are not usually caused by purposed badness of character. This is life's doubting time. About the beginning of the twenties many pass through a period of doubt and negation. The

youth must know what he believes, and he must systematize his principles of life.

But later adolescence has its reconstructive forces. Doubt can be met and resolved by more complete knowledge. Youth is open-minded. Take your young doubter at his word, and meet his intellectual difficulty with an adequate answer, and you need have no fear. He seeks the truth, and he will accept it when it comes. Make sure that you know enough to teach him; make sure that you have the truth.

From *The Pupil and the Teacher*. Dr. Luther A. Weigle, Yale University. Published by The Lutheran Publishing Co., Philadelphia, Pa.

## TEACHERS OF HISTORY<sup>1</sup>

BY F. C. LEWIS, ETHICAL CULTURE SCHOOL

First of all, teachers of history should possess profound interest, not simply in history as such, but in the ethical goal of history teaching—in citizenship, in the ideal of a New America. They must know history not necessarily in an encyclopædic way, but the history that counts, the history that helps us to understand the ideals of the past and the problems of our own time; and they must know where to find and how to use the sources of accurate historical information.

Finally, the teacher should be able to suspend judgment, to base action, when action is required, on tentative judgments, and to set his students the example of open-mindedness and fair-mindedness. These qualities are of paramount importance in any attempt to deal

<sup>1</sup> From the History Number of *School and Home*. March, 1922. Published by Parents and Teachers Association.



ethically with the facts of life, past or present. A student with only an examination knowledge of history, with no thought for a New America and little sense of his responsibility as an American citizen, is to be preferred to an intellectual and moral pedant who thinks he has settled, or is capable of settling, all the great questions of government, of industry, of war, and of peace that are perplexing our best statesmen and philosophers. The right kind of history study under the right kind of leadership will not produce any such grotesque and unlovely figure. On the contrary, such study should make one interested in the problems of our time, ready to question, to reason, to try standards, to seek more light, and to follow the highest leadership. Is this true of our citizens to-day?

If, as the writer thinks, this is not generally true, and education is in no small measure responsible, the question arises, how shall history be taught so as to help produce this kind of citizen? How shall it be taught so as not only to arouse in the student's mind and heart a vision of the New America and to give that vision an ever growing content and definiteness, but also so as to render the student an eager, open-minded and fair-minded seeker after truth, independent of party domination, ready to follow the highest leadership?

Among the teachers of history who are trying to answer the question asked above, three groups may be distinguished, the conservative, the liberal, and the progressive.

The conservative maintains that the trained mind is everything. History trains the mind. Touch lightly, if at all, the transient events of the hour and the little puppets of our day. Get back into the great events and

among the great personalities of history. There study cause and effect; there observe human motives; there learn to reason and to judge. The ultra-conservative goes still further. Says he: Away with all "forensic display of ignorant opinion"; give the pupils "copious and accurate knowledge."

The trouble with this view is that if he is aiming at good citizenship, the conservative misses the mark entirely. Can any one who has observed the typical citizen of to-day doubt this statement? Are not his political opinions often formed on the flimsiest and narrowest foundation and afterward parted with, if at all, with as much reluctance as one would display if called upon to give up a tooth or an eye? Of course this attitude is not due solely to the conservative study of history in this preparation for citizenship; it is probably just human nature, or, as the psychiatrist might say, a political complex; but can one claim that the conservative view has done much to help men rise above this unreflective and partisan attitude?

The liberal maintains that history should be related to the important institutions and happenings of the present time. History should be developed chronologically and thoroughly, but, whenever the roots of some present-day institution are uncovered, the instructor should pause with his pupils, take a look at the full-grown tree, and then return to the soil in which its roots are found. If he comes across one of the causes of some pressing problem of our time, the immigration question, the struggle between the legislative and executive branches of our government, labor versus capital, or one of a hundred others, he takes a brief excursion into the present and links it with the past.

There is much promise in this method. Historical events that really count may be associated with present-day interests, may be fixed in the memory and made easy of recall. Many important sociological, economic, and political questions can thus be illuminated, and interest in them aroused. But the important thing still remains to be done—the right mental attitude in dealing with the questions of the day has still to be cultivated. Without this, the study of history is well-nigh futile. The right way implies open and fair-minded suspension of judgment, tentative conclusions, and reserve in expressing opinions. The first prerequisite for the cultivation of this attitude of mind on the part of the pupil is, of course, the example set by the instructor. But this is not enough. The pupil who is to become open-minded must actually practise open-mindedness; the pupil who is to learn to suspend judgment must actually practise suspension of judgment. Surely this is indisputable. If the study of education has taught us anything, it has taught us this basic principle of self-activity. Yet it is right here that the liberal is liable to err. He is liable to do too much of the thinking and talking for his students. The pupils do not, as a rule, foresee the connection between the historical event and the present; the instructor sees it; he points it out to his class as a purely incidental reference; if there is time, he may talk it over a bit with his pupils. They, however, have had no opportunity to prepare themselves to say anything intelligent or interesting, and the instructor, rather than tolerate a “forensic display of ignorant opinion,” does most of the thinking and talking for the class and hurries back to the historical background.

Now the progressive teacher of history avoids this

error. If he is very progressive he starts with the present-day problems; assigns them for study to individual pupils or groups of pupils; guides his pupils to historical sources; gets them to make reports before the class; brings out discussion; seeks always to get the pupils to do the work; seeks only to guide and form their minds and interests. He believes in the distinction between intellectual and purposeful interests. He thinks intellectual interest in history has produced the easy-chair citizen of the present day. He hopes that purposeful interest will help produce the citizen on the job. Purposeful interest is aroused and cultivated when the pupil creates for himself an aim or purpose, devises the means for realizing the same and, with as little help as possible from adults, proceeds to accomplish it. Such an experience has for the pupil the warmth, intimacy, and satisfaction that can come only from doing a piece of creative work. Pupils who have had considerable experience in working out problems of this kind and in this manner under skilful guidance acquire initiative and confidence in their own ability to think and study things out. In short, they acquire a set toward purposeful interests in the problems of good citizenship that is not acquired, I believe, by the traditional method of historical instruction. Out of their reading, out of discussions that they hear at home and elsewhere, in short, out of the very air around them, they catch the echo of some vital problem—the limitation of armament, the Irish question, the Chinese question, the Philippine question, the immigration question. There are incipient purposes in all their minds to grasp the meaning of these questions. Afforded the opportunity to use some of their working hours, some of the tools of their education, for the study

of these problems, and they quickly form the purpose to study them.

Successful experiments of this kind are being conducted in many places to-day by so many intelligent and level-headed teachers that it behooves even conservatives to suspend judgment and not to be too hasty and final in their condemnation of the progressive. The weakness of the progressive is liable to be the neglect of the historical background. A root stripped from the soil is soon dead—an historical root, apart from its historical soil, can give little life or meaning to the modern institution or event.

## XV

### TEACHING MODERN HISTORY BY THE PROJECT METHOD<sup>1</sup>

#### AN EXPERIMENT

The Committee on History and Education for Citizenship of the American Historical Association has proposed for the tenth year a course in "Modern World History with emphasis upon political, social, and economic development, showing progress toward world democracy." Contributions to the wide discussion of the recent report of this committee have considered many aspects of the difficult problem of arranging a satisfactory course in history and civics for the schools of the country. Most of this discussion has dealt with matters of content. It is the purpose of the following article to present the question of method and to point out the possibilities that lie in the adaptation of the project-problem as a basis for teaching history, and at the same time to give along with it valuable training in citizenship.

As a teacher of history for many years I have come to feel that history is not doing for our young citizens what the Committee of Seven said history should do. That report, issued in 1899, has come to be looked upon by many of us as the Old Testament of the history teacher. It contained much that was and still is excellent. For instance, under the caption of "Training for Citizenship" we note the following as objectives of history: "It

<sup>1</sup> Reprinted by permission, *Teachers College Record*, Columbia University, New York, November, 1920.

is true that any subject which aids the pupil to think correctly, to be accurate and painstaking, which awakens his interest in books and gives him resources within himself, in reality fits him for good and useful citizenship." "History cultivates the judgment by leading pupils to see the relation between cause and effect." "The power of gathering information is important . . . but the power of using information is of greater importance." "A no less important result of history study is the training which pupils receive in the handling of books." "History is also helpful in developing the scientific habit of thought." "The thoughtful teacher of experience will say that these prime requisites of wholesome education may in some measure be cultivated; and that when opportunity for comparative work is given in the later years, historical-mindedness may be so developed as materially to influence the character and habits of the pupil."

"The thoughtful teacher of experience will say," in fact is saying, that these objectives, splendid in themselves in training citizens, are not realized from the study of history as it is generally taught in our high schools to-day. Doctor Tuell raises this very question in the opening words of the preface to her helpful and forward-looking book, *The Study of Nations*.<sup>1</sup> "History in the schools has recently been put on the defensive, challenged as a failure in its civic functions. Its established theory in the minds of its critics crumbles for lack of definite social purpose."

In this connection I wish to speak of an experiment in history teaching that we have been trying out at the

<sup>1</sup> Tuell, Harriet E., *The Study of Nations: An Experiment in Social Education*. Riverside Educational Monographs.

Horace Mann School for Girls. It is a course in Modern European History, and the class is in the last year of the Junior High School. We took as our objectives the citizenship concomitants of the Committee of Seven, as listed above, and our general method from John Dewey: "The true starting-point of history is always some present-day situation." Realizing that if this method were followed the class would not have the customary chart and guide in the form of the chronologically arranged text, the instructor lined out at the start for his own guidance the main forces at work during the period he was developing. It was his hope to leave definite impressions of these forces, which he listed in his record book as follows: (1) The Industrial Revolution, (2) The Growth of Nationalism, (3) The Expansion of Europe, (4) The March of Democracy, (5) The New Europe. First came a quick review of the leading events of the eighteenth century and these with dates were arranged in a chronological bird's-eye-view chart, space being reserved for the nineteenth and twentieth centuries to be filled in as the work progressed. A civic note-book was kept by each member of the class, and this became the seed-bed of many of our projects. A special shelf was reserved for us in the library, and in addition to these reference books, the class subscribed to *The Literary Digest* and used freely newspapers, weeklies, magazines, and several of the standard general reference works and encyclopædias. Early in the year we organized in a democratic manner with chairman, secretary, and activities committees, determined by our needs. Then we pictured Europe as it was after the Congress of Vienna, and each student prepared a colored map of Europe in 1815.



With this as background we are ready to "hop off." The special method determined upon by the instructor was the problem-project as advocated by Doctor Kilpatrick.<sup>1</sup> Now, the project theory is still more or less in the ideal or theoretical stage, and it is not my contention that we lived up to all its requirements or possibilities. We tried, however, in each case to get as large an amount of the essential four steps—"purposing, planning, execution, and judgment"—as possible into each project, and the more we succeeded in doing this the better were our results.

The initial project required considerable "setting of the scenery" on the part of the instructor, but the one finally determined upon was this: "The progress of labor and how it affects us to-day." This is as the class worded it. They gave as their reasons for this particular selection their desire to "understand something of the causes of the dispute between labor and capital," "the meaning of certain terms which they heard or came across in their reading," *e. g.*, collective bargaining, open-shop, injunction, I. W. W., Bolshevism, etc.; their natural desire to "comprehend the conversation at home" and to "understand the significance of the cartoons they saw in the newspapers and weeklies." In this particular case we followed the chronological method, beginning with the story of the wonderful inventions of the last of the eighteenth century. They became greatly interested in the "home-spun industries" of 150 years ago, and enjoyed picturing in detail the daily life of their great-grandmothers. The apprenticeship system was carefully worked out and reserved for comparative purposes later.

<sup>1</sup> Kilpatrick, W. H., *The Project Method*. Teachers College, Columbia University.

Then came the harnessing of power to machinery; the growth of the great industrial centres; the *laissez-faire* attitude of the government; the first trade-unions; the growth of the labor movement; strikes and their causes; the points of conflict between capital and labor; and, in closing, a discussion of those very things the class wished to know about when they purposed their project. Their civic note-books swelled with clippings on the labor problem; there was much open discussion in class; a cartoon was brought in each day, its significance explained and placed in the "cartoon corner." The teacher was astonished many times at their grasp of some of the points at issue, *e. g.*, the causes of the break-up of the industrial conference at Washington. They said they talked it over at home and read the newspapers and weeklies more. They told each other of good material they found. On almost any day eight or ten different sources, other than the text, were referred to by the class as a whole.

To be sure, this took time. I see by my record that we began this project on October 10 and finished it November 14. At the end of the work a committee was duly appointed to organize, in summary form, the material gathered in building up the project. This was mimeographed and each student was given a copy for her note-book. They called it their "irreducible minimum."

As part of their test I showed a cartoon by Busnell, published in the *Literary Digest*, October 28, 1919, picturing a lion (capital) and a lamb (labor) drawing up their articles of agreement. One-half of the cartoon was called "Some years ago," and showed a very meek and diminutive lamb seated at the conference table with a towering, aggressive lion. The second picture showed

the situation as it is now, with labor grown to a sizeable ram with heavy horns, and the lion not so aggressive. My question was: "Explain this cartoon in the light of history." Yes, this took time, but we were getting under way and learning how to use our tools more advantageously.

The next project entered an entirely different field, and one the instructor approached with certain tremblings of spirit: "Why is Ireland demanding Home-rule?" (1920). We had hardly started out when some one observed that many people in Ireland did not want Home-rule. So they rewrote their project, a false plan, you see, and started in once more. We had not gone far when my fears were justified. Feeling ran high with some of the pupils, and comments were made on both sides of the question in no uncertain tones—a real social situation. After one of these outbursts the instructor at the next meeting of the class took the occasion to read Franklin's plea for harmony at the Constitutional Convention. He made no comment or "preachment." But there was no question of its direct application. "Light, not heat" was placed upon our "Watch this spot!" board. The class rallied to the ideal; the social disapproval of the group was manifest whenever any one broke out after that, and when we came to the end of the project they wished to carry it further with a good debate. A class discussion was held with the president in the chair to ascertain whether or not this could be done on the "Light, not heat" basis, and the "light" won. So speakers were chosen by the debating committee to defend the three aspects of the situation, present status, Home-rule, and independence.

The test at the end of the work was this: "What are

the possible solutions of the Irish question? Which do you favor and why?" Throughout the developing of this project the teacher had in mind bigger things than fact content. He was after tolerance, courteous tone of voice, balanced judgment, and open-mindedness, with convictions based on facts. One answer to his question contained this naïve confession: "Although I am of Scotch-Presbyterian descent and naturally feel with the people of Ulster, nevertheless I am in favor of independence for Ireland." We finished this project just before the Christmas holidays. During these three weeks of vacation came the presentation of Lloyd-George's plan of Home-rule, and the attack on Lord French. When the class reassembled I inquired how many had read anything on Ireland during the holidays. Thirty out of forty said they had done so; and twenty-six reported that on their own initiative they had cut out clippings for their civic note-books. My Scotch-Presbyterian came to me at the end of the recitation and confided that in the light of the events of these two weeks she had changed her mind and was now a "Home-ruler." I did not find out whether this change was caused by "light" or "heat."

Ten lessons were given over to the project on Ireland, including an entire period for the debate. The debate was a formal contest, briefs were drawn up in proper fashion, and parliamentary procedure prevailed. There was a close contest between the spokesmen for Present Status and those for Independence, the judges giving the verdict to the former by only a slight margin. The class unanimously declared that the debate was conducted on a "light, not heat" plan. At the end of the work on this project I took occasion to pool the class as to their per-

sonal views. The result was: Present Status, 14; Independence, 19; Home-rule, 5. Several then desired to know how the instructor felt. I asked them to vote on what they thought my "leanings" were on the question, with the following result: Present Status, 7; Independence, 8; Home-rule, 11; Did not know, 12. I then told them—stressing the point that it was only my opinion—that I favored Home-rule. I next inquired how many had changed their minds on this question since the beginning, and 20 said they had done so.

To show how the study of current events plus the note-book forms a seed-bed for future promising projects, I give the following: When the Prince of Wales visited New York the girls became quite interested and many got glimpses of the "Prince charmant." I picked up the trail of the prince in their civic note-books and, biding my time, one day dropped this question: "Why did so many of you wish to keep the picture of this young fellow?" "Why, he is the Prince of Wales!" "What of it?" "That means he is going to be King of England some day." "Is that so very important?" "Of course, he will have a lot of power and live in royal state." "How much power will he have?" The chorus, not quite so confident: "Oh, a lot." "As much as our President?" Chorus mixed and uncertain. And so they were led into deep water where they had to swim for it. There was an immediate desire to find out how much power the King of England actually has to-day. This led in its turn to a contrast with the President of the United States; and eventually that discussion led to a point-by-point comparison of the governments of the two countries. A large comparative chart, 15 by 35 inches, was drawn up by each member, and when the

French elections came off, a study of the French Government was in order, and that in its turn was added to the chart. On a recent examination of these charts I found that several countries, *e. g.*, Japan, Switzerland, Brazil, Spain, Italy, had been added to the others out of their own initiative.

Other projects which the class worked out this year were: "What are the causes underlying the unrest in Russia?" "How was Switzerland able to maintain her neutrality during the World War?" In this last project a most interesting and natural discussion arose over the Swiss compulsory military system. Would it not be a good plan for the United States to adopt such a system? The class was fairly evenly divided, so each wing chose two champions, and the debating committee arranged a meeting for the near future.

One day while the Switzerland project was under discussion a visitor remarked at the end of the hour: "I came in a little late, and although I have listened intently for nearly forty minutes I do not know now whether this is a class in geography, history, or civics." I could not help him out much in giving him the proper label, but asked in my turn if the project could be answered without some study of the geography, history, and government of Switzerland? At least we felt that they were all "grist to our mill"; and this points out, by the way, a perfectly natural and not a dragged-in correlation.

Other worth-while projects taken up during the year's work were the following:

1. How did France become a republic?
2. How did constitutional government come to England?
3. How did Italy become something more than "a geographical expression"?

4. Why is Japan one of the five leading nations of the League?
5. Is Canada a self-governing state?
6. Why is Poland demanding her "ancient rights and privileges"?

Many such pertinent questions as the above, which bear directly upon the social, political, and economic phases of modern life, rise very naturally to the lips of pupils awake to present-day conditions. It is one of the chief duties of the teacher to stimulate these natural interests and then guide them intelligently. To be sure, the teacher himself should understand very definitely what he is driving at and where he is going. He should have so charted the course that at the end of the year's work the class would have "covered essentials" although in no page-by-page fashion.

As the end of the year's work drew near, the instructor gave sweeping reviews of the entire field by using certain of the broad topics as unifying and coordinating projects. These represented the main forces at work during the period, *e. g.*, The Growth of Nationalism, The March of Democracy. It is the purpose of these larger projects to give the pupils the idea of change and development and, at the close of the year, to leave with them definite clear-cut conceptions of these main forces.

In order to hold the class to a definite purpose, they were told, at the beginning of the course, that at the end of the year their principal, Mr. Henry C. Pearson, who is directly responsible for several valuable suggestions, would set the examination covering the entire period from 1815 to the present. The instructor will have no

hand in drawing up these questions. Mr. Pearson has been particularly interested in the "citizenship concomitants" that are incidental to the work. He is planning to adopt the project method with a group in his Senior High School, who will take up the social and economic problems which confront our American democracy to-day.

Some will criticize such teaching as this by saying it is a "hit or miss" method; there will be "chronological confusion" and "no semblance of order in the assembling of historical data."

At this point let me quote from an article which appeared in the *History Teachers Magazine* for November, 1914, on "The Teaching of History in Secondary Schools," by Doctor David Snedden, of Teachers College: "The time has arrived, I am convinced, when all persons interested, on the one hand, in the better teaching of history and, on the other hand, in the better preparation for citizenship and the promotion of a common culture shall face, in the light of modern knowledge, the question of valid aims and methods in the teaching of this important subject. We shall, if necessary, forego any particular organization of the materials of our subject which seems to be inherent in it, for example, the chronological order in history."

Doctor Thorndike, speaking of the logical versus the psychological in history teaching, says: "It has, indeed, seemed indubitable to teachers as well as to writers of text-books, that the student should begin where the country began. But what has seemed so sure is very questionable. The pupil actually begins with knowledge of the present condition of his own environment plus a variable and chaotic acquaintance, through talk and



books, with facts located vaguely in other places and earlier times. Perhaps the story of the voyage of the parents of some pupil in the class should precede that of the voyage of Columbus."

"Chronological confusion" and "disordered historical data" come soon enough to the best pupils of the best regulated classes taught in the old formal method; witness the position of history at the bottom of the list in the college-board entrance examinations. Moreover, the chronological chart, referred to above, was devised so to arrange leading events and great movements that their proper relationship would be seen, just as the mosaic, built up piece by piece, brings out at the end the completed figure.

It is also the opinion of educators that on the basis of "information" or "fact content" the sum total will be as great under this method, and will be so developed and arranged as to be more ready for use and consequently better retained in memory. The summary or "irreducible minimum" built up at the end of each project prevents their informational material from becoming scattered. These summaries are not mere outlines. Recently, when the organizing committee on the Russian project made its report it was rejected by the class because it was "just a teacher outline."

Others object to this method on the ground that it takes a great deal of time both in class and in preparation on the part of the teacher. Both these statements are undoubtedly true. The experiment has shown, however, that as the work progresses the class comes to work more speedily. It grows more accustomed to using the historical tools, and we find out quite frequently how a tool used in solving one project is employed

again in helping to fashion another. For example, the pupils understood the meaning of the term "economic boycott" in their study of the League of Nations, because they had used that term in the project on the Progress of Labor. It was a very interesting thing to note their adaptability in using these cross-reference tools.

Others are sceptical about the use of such a method as this with the "average public school pupil." I have taught in public schools for fifteen years, and have no fears on this particular point. The fact that in our cosmopolitan high schools the pupil body comes in contact more directly with a greater variety of outside activities would be a distinct advantage in arousing interest and then proceeding to build on their apperceptive bases. The fact that such a method would necessitate adequately trained teachers is not a valid argument against the method itself. This is an old complaint, and a real one, and our administrators are faced to-day, as never before, with the problem of securing properly trained teachers in the social studies field. Professor Parker makes the statement that it will take four years of training in service in order to prepare teachers so they can handle the project method.

The writer is aware that there is little that is new in this particular approach. Others have pointed out the distinction between the "assimilative" and the "cold storage" methods in history teaching. This is simply one experiment where the project has been used as a basis in the developing of a particular period in history. As an experiment it is open to criticisms and welcomes them. After a year of careful open-minded observation of this method it is my belief that the results justify the conclusion that as an educative process it is worth giving

a wider application. It leads the pupils to purpose intelligently and then guides them in planning and executing the particular project in hand. They find out how to get the information they need in the natural way, while the classroom discussions and debates develop independent judgment and historical or open mindedness.

#### TWO ANSWERS TO THE TEST ON THE IRISH PROJECT

*Which of the possible solutions of the Irish question do you favor? Give reasons.*

I would be in favor of Independence. England just walked in and took Ireland. The Irish resented this, but as England was the stronger, they had to obey her. Then when England turned Protestant she forced her religion on Ireland. The education was very poor until lately. All these things together with "Absentee Landlordism" have caused an age-old hatred between Ireland and England. I don't see how a country can get along in governing her provinces unless there is absolute co-operation and loyalty to the government. The majority of the Irish people are of Celtic descent and of the Catholic religion. The rest of the population could be represented by their leaders in the government. Then they would have to get along or get out. Being of Scotch Presbyterian descent, I feel with the people of Ulster, but I think the majority rule is best. If home-rule were adopted every one would be dissatisfied. England would not have entire control, the north of Ireland would be very unwilling to accept that plan and the rest of Ireland would not be very well satisfied. If the present relations could be maintained, though they probably couldn't, there would be much trouble all the time. To

illustrate this, you can take the past war. England did not dare draft the Irish men, and many did not care to enlist. Thus England had a very hard time and would have been helpless had other countries not helped her. Therefore, though I haven't a very large knowledge of the subject, I think I believe in Independence.

I think the "Present Relationship to England" is the ideal form of government for Ireland. To decide this we must consider all the people or classes of people in Ireland.

Let us begin with the North. Ulster is the wealthiest part and she is satisfied because the government as it stands is beneficial for manufacturing and is fair.

Now let us think of the South. In the past the South of Ireland has been very badly treated, but England has been trying to make amends, and facts prove that the South of Ireland is more prosperous now than ever before.

Think of Scotland. She struggled with England for a long time, but finally succumbed. She did not want to but after a while it all settled down and it was all for the best of both Scotland and England.

England could not afford to give Ireland independence because that would leave an open door for some enemy to walk in. In the case of Home-rule I don't think that it would be wise to let Ulster be dominated by the South as it would be.

England cannot give Ireland independence because some nation such as Germany might easily attack England through Ireland. Neither side favors Home-rule, so what can England do but leave Ireland as she is.

## SPECIMEN CLASS REPORTS

The class was called to order in Room 305 on Friday, Nov. 21, 1919, by the president. The minutes of the previous meeting were read and approved. We discussed the different inventors and their inventions; how one led to another. Mr. Hatch said he didn't believe any one in class really understood how a steam-engine worked. Helen Robinson then turned scientist and went to the board and explained how the inside worked successfully. Then Mr. Hatch turned artist for a few minutes and drew the steam-engine on the board showing us how it worked on the outside. The home work was assigned: to make a list of the good and bad results of the industrial revolution, and to get as many as we could find. Also what was the attitude of the government toward trade-unions and the meaning of "laissez-faire"? Is there any difference between a man being "fired" from his position in a factory and a man being "fired" from his position as journeyman? We were to think about these questions for the next lesson and also about Helen Robinson's question: "If the factory system is all right, why does the government make laws against it?"

The class was dismissed at 11:20.

Respectfully submitted,

MARGARET GOULD, Sec'y.

The class was called to order in Room 305 on Friday, Feb. 6, 1920. The minutes of the previous meeting were read and approved. Copies of *Current Events* were given out. Then the committee, Ethel Kelly, Eleanor Lindsay, and Minnie Mehlin, who prepared the outline on the Russian project, made their report. The class did not like this report as it was too much like a teacher's

outline, so they were instructed to do it over again and put in more definite facts. The comparative charts on the Governments of the United States, England, and France were collected. We discussed our new project and decided on the League of Nations, but did not come to a decision as to how to word it. For home work we were to mark in our copies of *Current Events* anything that was "grist to our mill," gather all the material we could on the League of Nations, and think upon a wording for our new project.

Respectfully submitted,

NANCY WILSON, Sec'y.

The class was called to order in Room 306 on Thursday, Feb. 12, 1920, by the president. The minutes of the previous meeting were read and approved. We then voted on a name for our next project. From the list of: What is the League of Nations and will it make the world safe for democracy? The League of Nations: What is it? Should America enter the League of Nations? The effect of the League of Nations on the world, we decided upon:—The League of Nations: What is it?

We discussed the method of going to work on this project and we decided to make out a chart. A copy of the "League of Nations Covenant" and the "New Map of Europe" was given to each girl. We then went over our *Current Events*, seeing how many things there were in it about anything we are or have been working on. Mr. Hatch told us some interesting Lincoln stories. For home work we were to read over, "mull" over and write out the "gist" of the first five articles of the League of Nations. The class was dismissed at 1:20.

Respectfully submitted,

NANCY WILSON, Sec'y.

The class was called to order in Room 305 on Friday, March 5, 1920, by the president. The minutes of the previous meeting were read and approved. We discussed the form our charts should take, and then whether we should have another history period a week. A motion was made that we should have another history period a week, and it was amended that it be the third period on Friday. The amendment was amended that we should have no home work for that extra period. The amendment and the amendment to the amendment were passed, and as the vote on the motion was a tie, the president cast the deciding vote in favor of the motion. A motion was made and passed that we send a delegation to Mr. Pearson concerning the extra period, two girls representing the majority and one from the minority. A motion was defeated that the chair appoint the three girls. We decided by vote to leave the selection of the delegation to Mr. Hatch, who said that the girls in favor of the motion that we have the extra period should choose their two delegates themselves and that the rest of the class should choose their representative. For home work we were to complete our writing out of the articles of the League of Nations and if possible to begin our charts. The class was dismissed at 2:00.

Respectfully submitted,

NANCY WILSON, Sec'y.

The class was called to order in Room 303 on Monday, March 8, 1920, by the president. The minutes of the previous meeting were read, corrected, and approved as corrected. Ellen Lindenmeyer asked whether a member of the class who was absent when a motion was voted upon could vote when she returned. The president ruled

that she could not. The decision of the chair was appealed from and discussion as to whether the decision of the chair should be sustained followed, in which we practised Parliamentary law, as far as we were able. We then voted that the decision of the chair should be sustained. After Mr. Hatch had talked to us about reconsidering a motion, a motion was made and seconded by one who had previously voted in the majority that we reconsider the motion that we have another history period a week and that it should be the third on Friday and an unprepared lesson. This was passed. Then the motion that we have the extra period was open to discussion, after which it was voted on and defeated. Mr. Hatch gave out the home work, which was to prepare all the material we could for our charts. The class was dismissed at 12 o'clock.

Respectfully submitted,

NANCY WILSON, Sec'y.

#### SUMMARY OR "IRREDUCIBLE MINIMUM"

PROJECT: *Why is Ireland demanding Independence?*

#### I. Physical Characteristics of Ireland (The Emerald Isle. Hibernia):

1. Area = State of Maine, Ireland an Island; significance of.
2. Surface: Saucer-shaped, mountains around the coast, central part consists of plains and bogs; in the north mountainous.
3. Climate: Moderately warm all the year round; much rain.
4. Rivers: Shannon, Boyne.



5. Ports: Dublin, Belfast, Cork, Londonderry.
6. Occupations: Farming, fishing, dairying, manufacturing linen and lace.

## II. Early History:

1. (a) The Celts: The social life before Christian Ireland was well developed. Women were highly esteemed. Poetry and music cultivated.
- (b) St. Patrick introduced Christianity end of 4th century. Set the example in building churches, monasteries, schools.
- (c) At the downfall of the Roman Empire missionaries and teachers from Ireland kept Christianity and classical learning alive in Britain and Western Europe.
- (d) Struggle with pagan Norsemen (1000 A. D.). Brian Boru.
2. Henry II and his Normans invaded Ireland (1171) with no other aim than plunder. They gained a foothold, seized much land, and made many raids in spite of the opposition of the Irish chiefs.
3. Henry VII (1500) continued the conquest of Ireland. Poyning's law was passed destroying the independence of the Irish Parliament.
4. Henry VIII, Edward VI and Elizabeth (1500-1600) tried to force on Ireland the doctrines of the Protestant Revolt. There was bitter warfare and more estates were confiscated.
5. James I seized and confiscated nearly all of Ulster. This land was settled by English and Scotch Protestants. The flourishing Irish wool trade was destroyed because it interfered with the English, but was replaced by the manufacture of linen, one of the most valuable industries in Ireland to-day.

6. On the execution of Charles I the Irish came out for his son Charles II. Cromwell put down the insurrection that followed with great severity. Drogheda captured and garrison slain. "The curse of Cromwell on ye!" Nearly the whole of Ireland confiscated.
7. James II, a Catholic, met with favor in Ireland, who sided with him against William of Orange. At the Battle of the Boyne River (1690) James was defeated. Siege of Londonderry (105 days). The "Broken Treaty" of Limerick.

### III. Ireland in the Eighteenth Century:

1. During this century Ireland suffered under laws which destroyed her religious freedom and ruined her trade.
2. "Absentee Landlordism"; six-sevenths of the land in Ireland belonged to English nobles who never set foot on their estates.
3. "Tenants at Will"—the landlords had a right to turn the tenants out of their homes at will.
4. "Rack Rent"—tenants would have their rents raised if they improved their property.
5. The Irish formed secret societies to oppose the landlord's agents.
6. Great Irish leaders of this century: Henry Flood, Jonathan Swift, Henry Grattan, Edmund Burke. These men demanded reforms from England, and legislative freedom was granted Ireland in 1783 and trade restrictions removed.
7. Although Ireland gained legislative independence for a short time its parliament was so unsatisfactory that little benefit resulted. A rebellion was planned and put down with great cruelty.

## IV. Union with England (January 1, 1801):

1. Under Pitt's leadership the Irish were deprived of their own parliament.
2. Were allowed (a) 100 representatives in the English House of Commons, (b) 32 in the House of Lords.

## V. Struggle for the Repeal of the Act of Union:

1. Robert Emmett organized an unsuccessful rebellion for the repeal. He was captured and put to death.
2. Social and economic conditions in Ireland very bad due to the evils of the land system. Excessive taxation and destruction of industries.
3. Daniel O'Connell formed the "Catholic Association of Ireland" (1823). Great mass-meetings advocating emancipation.
4. Act of emancipation; 1829, Catholics admitted to Parliament, although franchise was raised. This was the first step in the resurrection of Ireland.
5. Introduction of National School System in 1831.
6. The "Young Ireland Party" was formed and kept up the agitation for Repeal.
7. The "Black Forty-Seven" (1847): the Irish famine due to the blight of the potato crop. This was followed by a great and steady tide of immigration to the United States. Between 1850-1900, 4,000,000 people came to United States.
8. The Fenian Movement. Both in United States and Ireland. In the United States it was made up of soldiers who had fought in the Civil War.
9. In 1869 came the disestablishment of the Church of England in Ireland.
10. Charles Stewart Parnell and the Land League (1879).

Objects: Fair Rent; Fixed Hold; Free Sale. Establishment of the Land Court.

II. The Phoenix Park Murders.

VI. The Land Purchase Acts:

1. 1885, \$25,000,000 placed at the disposal of the Irish farmers by Parliament.
2. 1888, \$25,000,000 added.
3. 1891, \$170,000,000 added.
4. 1903, Land Purchase Act, \$500,000,000 (buying out landlords).
5. 1909, Land Purchase Act, \$260,000,000.

VII. Gladstone and Home-Rule:

1. His mission,—“To pacify Ireland.”
2. First Home-Rule Bill (1886) failed to pass Commons.
3. Second Home-Rule Bill (1893) failed to pass Lords.
4. Third Home-Rule Bill (1914) passed Parliament.
  - (a) The protest of Ulster.
  - (b) Revolt of 1916.

VIII. Great leaders of this century: John Redmond, Horace Plunkett, “President” de Valera, Edward Carson.

IX. The Sinn Fein (“Ourselves alone”) movement for an Irish Republic.

X. Possible Solutions (1920):

1. The Present Status.
2. Home-Rule Plan of Lloyd George.
3. Independence.

NOTE: These summaries were first drawn up in class and then supervised by a specially appointed committee

and reviewed by the instructor. Then each student was given a copy for her civic note-book.

On this page is shown the chart of Comparative Governments drawn up by members of the class for their note-books.

A CHART (15x35) ON COMPARATIVE GOVERNMENT (1920)

	UNITED STATES	ENGLAND	FRANCE	OTHER NATIONS
<i>Nations</i>	(Flag)	(Flag)	(Flag)	1. Japan 2. Switzerland 3. Italy 4. Brazil 5. Belgium 6. Spain 7. Germany etc.
<i>Head</i>	President: Qualifications. Term, Powers, etc.	King: George V. Hereditary Monarch. Powers, etc.	President: Term, Powers, etc.	
<i>Cabinet</i>	Appointed by President. List name and position of each.	Prime Minister: Lloyd George. Method of election. Responsible government.	Prime Minister: Millerand. Powers.	
<i>Upper House</i>	The Senate: Qualifications. Term. How elected. Senators from N. Y.	House of Lords: How composed. Present-day powers. Act of 1911	The Senate: Number, term. How elected. Powers.	
<i>Lower House</i>	House of Representatives: Qualifications. Term. How elected. Powers, etc. District representative.	House of Commons: Number. Term. How elected. Importance of.	Chamber of Deputies: Number. Term. How elected. Importance of a "bloc."	
<i>Remarks</i>	The Supreme Court. The Constitution.	The Unwritten Constitution. a. Magna Charta b. Bill of Rights c. etc.	The III Republic and the Constitutional Laws of 1875.	

PUPIL REACTIONS TO PROJECT TEACHING<sup>1</sup>

During the past term these groups have been observed regularly by my Teachers College class of mature students, composed for the great part of teachers of some experience and training in history. It is the object of this paper to record the reactions of this group of college observers and also the reaction of the pupils of the classes themselves.

I asked both of these groups to give careful thought to this question: "What do you consider to be the good and the bad features of the project method?" The answers in all cases but one were handed in without any name attached. From the replies I have listed the following, avoiding unnecessary repetitions, but giving in their own words the pupils' conclusions for and against the project method as I have interpreted it in my teaching procedure with them.

I will first give the answers of the Horace Mann pupils. In nearly every instance there was a majority vote of the class favoring the statement as given.

*Good Features:*

1. We have overcome the difficulty of getting enough references by going to many different sources for enough material so that every one may be prepared each day.
2. We learn how to organize materials for ourselves, and do not have everything prepared for us by the teacher.
3. We do our arguing and discussing on the basis of "light, not heat," and are becoming more broadminded.
4. We gain more lasting information because we have rooted it out for ourselves.
5. It trains us logically—to think clearly and to get our ideas over to the class.

<sup>1</sup> From *The Journal of Educational Method*, October, 1921.

6. The girls have attained an independent attitude of studying and we are getting along much faster.
7. Our discussions are usually the most helpful part of our lessons.
8. Getting and putting things together from the library has helped us a very great deal, not only in history but in everything.
9. Our interest in current literature has been stimulated.
10. We learn how to do things, how to work out our own problems.
11. We learn to thrash out questions for ourselves, instead of relying on text-books.
12. The girls are more interested and will work harder. They will remember what they learn because they choose the subject and build it up themselves.

*Bad Features :*

1. We are not yet able to curb unnecessary discussion.
2. We talk too much about "the project method," and what we are going to do next.
3. The home-work assignments are indefinite, although we are improving in this respect.
4. Too much time is spent on one project.
5. It is hard to get references that bear directly on the point of discussion.
6. There is a tendency to wander off the track when becoming interested in something else.
7. We do not do our home-work regularly.
8. Too much of the work is carried by a few pupils.
9. The girls who do not do outside reading can get away with it without any one noticing it.
10. Too much time was spent on the Irish problem, but that difficulty has been successfully met in our last project, on Switzerland; but the matter still can be improved.
11. We could not go to college on the project method because we never can limit ourselves to any length of time, therefore we could not cover enough ground. (Class about equally divided in its opinion on this last statement.)

From the answers handed in to me by my observers from Teachers College, who have followed the work daily from the beginning of the spring term, the following expressions were compiled. In order to get a general response, both pro and con, I asked the group of regular observers to vote on each statement and have appended their answers, giving the "Yes" vote first in each instance.

*Advantages:*

1. Tolerance of the opinions of others, open-mindedness, and good-will. (7-0.)
2. Self-reliance, *i. e.*, ability to go and gather useful information. (7-0.)
3. The beginning of a scientific and critical attitude toward material. (7-0.)
4. General orderliness: (very good [4]; good [3]) Discipline shifted from teacher to group itself: self-government.
5. A get-together spirit and ability to co-operate. This is a remarkable feature. (7-0.)
6. Good fellowship and good leadership. (7-0.)
7. Acquiring the power to participate in worth-while constructive discussion. (7-0.)
8. An aroused and increased interest. (7-0.)
9. Whole-hearted activity stimulated in pursuit of knowledge. (6-1.)
10. Remarkable facility in using parliamentary procedure as an instrument in conducting class affairs. (7-0.)
11. The teacher is "not dethroned." Is in centre of the group as adviser and guide instead of dictator. (7-0.)
12. Responsibility for the conduct of the work felt to rest on both teacher and pupils. (7-0.)
13. Life situations approximated. (6-1.)

*Disadvantages:*

1. Loss of time in ground covered due to parliamentary discussion. The latter, however, felt to be distinctly worth while; a question of relative values. (7-1.)



2. Loss of time due to needless discussion, but the class is conscious of this fault and is trying to overcome it. (8-0.)
3. A lack of continuous and severe mental work. (3-4.)
4. The slower student seems to demand more definiteness in the daily assignments. (7-1.)
5. Getting beyond the depths of the pupils so that they talk about things without clearly understanding them. (2-6.)
6. Certain required subject-matter slighted. (1-7.)
7. Non-participation on part of some members of the class is greater by this method. (3-5.)
8. Encourages the expression of opinion not founded on sufficient knowledge. (3-6.)

These replies furnish the evidence as to the success and failure of our particular application of the project method. I have purposely arranged these lists so that the dangers and difficulties not successfully overcome should stand last, and consequently leave the stronger impression. For to every one of us who believe in the project methods here lies the challenge and here our opportunity.

## XVI

### NEW TYPES OF TEST IN HISTORY AND CIVICS<sup>1</sup>

For many years teachers have been aware of the imperfections and inadequacy of the traditional type of examinations, examinations that have been characterized as of the "essay" type. Two major objections have been raised against them: first, that they test only a portion of the facts studied and, therefore, leave much to chance; second, that the scoring of the questions is likely to be uneven and unfair because so much is left to the personal judgment of the teacher.

Recently, experts in education have been developing new types of tests designed to meet the objections just mentioned. It is not the purpose of these experts to abandon entirely the old "essay" type of test, but rather to supplement it with the new type.

Testing in history is an unsatisfactory resultant whether looked at from the point of view of the sorry position taken by our subject in the list of college-entrance requirements, or from the more personal angle of the teacher and his pupils. What are our standards and what shall we use for measuring-rods? Starch in his *Educational Psychology* tells of a paper in American history passed upon by seventy different teachers. The distribution of their marks ranged from 43 to 90. Now each examiner undoubtedly had some standard or stand-

<sup>1</sup> Reprinted by permission; Teachers College, *Horace Mann Studies in Education*, 1923.

See also: *A Comparison of Old and New Types of History Examinations*, by Elizabeth Briggs, same issue.

ards for measurement. What were they looking for? Three general groups, I believe, may be distinguished. One group would reply, "The ability to answer the questions correctly"; "exact information as to the facts demanded"; in a word, "fact content." A second group might go farther and say, "I look for the ability to organize and arrange material in an orderly, coherent, and fairly exhaustive fashion"; "I am looking for power," says another of this group, "the ability to grasp the full meaning of the matter under discussion." Still another would place strong emphasis on "form and expression." A third group of these examiners, a very small number relatively, might be looking for those things the old Committee of Seven told us, under the caption "Training for Citizenship," history should do for our pupils. These teachers hope to find that their pupils have developed "the scientific habit of thought," that they "see the relation between cause and effect," that they show "training in the handling of books," and above all have developed "historical-mindedness."

Now all of these you may say are worthy objectives. If that be granted we still have the problem of relative importance. Much difference of opinion on the part of the three groups of examiners would enter here, but in the discussion one or two facts would stand out clearly. "Fact content" can be measured and graded, while "citizenship concomitants" are much more difficult of evaluation. We are told on good authority that if anything exists it can be measured. Then our task is, from the viewpoint of these "citizenship concomitants," to measure the unmeasurable. How can it be done?

In the Horace Mann School we have been trying to answer some of these perplexing questions. In my own

classes I have been using the project method of approach in teaching history. After each project it has been my custom to give either a true and false quiz or a completion test. Here I was definitely after "fact content." For instance, after my XIth Year College Entrance class in United States History had completed the project:—"How has the United States developed its present financial system?" they took the following tests:

### COMPLETION TEST ON PROJECT ON BANKING AND CURRENCY

#### A. BANKING

##### 1. The First National Bank of the United States.

This bank was the crowning feature of the financial system inaugurated by..... It was opposed strongly by..... This controversy was responsible for our first political parties, one took the name..... and the other..... The party favoring the bank believed in a ..... construction of the Constitution giving them a right to establish a bank and do a banking business. The other believed in a ..... construction of the Constitution. The bank was chartered for a period of ..... years, expiring in .....

##### 2. The Second National Bank:

What party was responsible for rechartering this bank?  
.....

Its charter was to run for.....years, and to expire in..... This bank was or was not prosperous at the beginning of the "reign" of Andrew

Jackson?..... Jackson opposed the bank for two reasons:

- (1) .....
- (2) .....

The Supreme Court declared in the case of.....  
 vs. .... that Congress had or had not.....  
 the right to charter the bank? Jackson killed the bank  
 by....., and depositing them in.....  
 banks. At this time there was much speculation in  
 Western lands and easy paper money was being  
 loaned by.....banks. In.....Jack-  
 son issued his.....which brought on the panic  
 of.....

### 3. The Independent Treasury System:

This plan of caring for the revenue of the government  
 was introduced by.....and remained in use  
 until the days of.....

## B. CURRENCY

1. The earliest exchanges of commodities were effected  
 by..... Some commodities were more gen-  
 erally in use than others. Such as: (1) .....  
 (2) ..... (3) ..... Gradually gold  
 and silver—the money metals—proved their superi-  
 ority to other commodities for the following reasons:  
 (1) ..... (2) ..... (3) .....  
 (4) .....
2. Government paper money was issued during the  
 Revolutionary War. These were called.....  
 Our Government during Civil War days issued more

paper money. These were called..... What became true of the value of the Revolutionary scrip? ..... Of the Civil War money? ..... Are any of the latter notes now in circulation? ....

3. In 1872 gold and silver were coined at the ratio of .....to..... Soon.....fell in value and this resulted in establishing a ratio of .....to..... The discoveries in California had the effect of lowering the value of..... so that after 1850 the silver contained in a silver dollar was worth more or less..... than a dollar. Finally in.....a law was passed which dropped the.....dollar from our coins. This act was later on called "....." Shortly after.....began to be mined in larger quantities. This lowered its.....value and there was a strong demand, particularly from the.... for the "free coinage of....." In 1878 the.....act was passed requiring the government to purchase silver and coin it into dollars. In 1890 the.....act was passed providing for increased purchases of.....against which.....notes were passed. The value of silver rapidly..... At present the market value of the silver in a silver dollar is about..... $\frac{7}{8}$ .
4. This whole question was favored in the campaign of ..... The Republicans led by..... wanted a.....standard. The Democrats led by..... wanted "....." Which won? ..... The U. S. has, therefore, been on a..... standard since that time.

## TRUE AND FALSE TEST ON CURRENCY

In the following questions the instructor was after something more than "fact content," namely, judgment.

(Mark with a plus sign at the left the statement you consider correct; with a minus sign the statement you consider incorrect.)

1. Free coinage exists when any owner of bullion has the right to take the metal to the mint and have it coined into money.
2. The United States at the present time allows the free coinage of both gold and silver.
3. In the United States all our gold coins and the silver dollar are legal tender.
4. Is this a correct statement of Gresham's law?  
"Cheaper money drives out of circulation a substantially equivalent amount of dearer money."
5. National bank notes are legal tender.
6. "Greenbacks" are legal-tender notes.
7. During the Civil War the "greenbacks" circulated on a parity with the national bank notes.
8. The amount of silver in a silver dollar to-day is worth 100 cents as bullion.
9. For a single nation to attempt free coinage of silver at any such ratio as 16-1 is now generally conceded to be unwise financial policy.
10. The United States to-day has a single standard—gold.

The completion test at the close of a project was given in the following manner: Each student was handed a mimeographed copy of the test and told to fill it out at his leisure. Later on a day was set by the class for the testing. Each pupil was given a fresh copy, the com-

pletions were filled in on a time basis, exchanged and checked up then and there in the class. Some of the longest of these contained 200 or more completions. The pupils rather enjoyed this type of testing and entered willingly into the spirit of the competition.

One of the strong features of the completion test is that, if well arranged, it teaches while it tests. The following illustration, "The Panama Canal," is a case in point.

### THE PANAMA CANAL

The idea of a water route across the isthmus had been a dream since the days of the early navigators. In .....came the discovery of gold in California. An American transportation company came into collision with an English company which was extending a protectorate over Central America. The result was the .....treaty of 1850, which pledged that the United States and Great Britain should jointly guarantee the neutrality of any canal at..... A French company was organized by....., the famous builder of the.....canal. The French failed to complete their project after digging about 14 miles. In the Spanish War the.....was at San Francisco and was compelled to go 14,000 miles to get to Cuba. This incident opened up the question again. President McKinley appointed an Isthmian Canal Commission which recommended the.....canal route. Soon after the French Company offered to sell the United States its unfinished canal for..... Secretary Hay replaced the old treaty with England by a new one in....., called the.....treaty. The third clause of this treaty read: "The canal shall be free and open to.....on terms of entire equality."



President Roosevelt had no difficulty in bringing to pass the purchase of the work done by the French, but Colombia would not deal with him. Now Panama was a province of..... A quiet uprising took place in....., and within a week the new republic had a representative at Washington, and sold to the United States a.....mile strip from.....to..... After the route had been secured, "dirt began to fly" in..... It was completed in..... It saves.....miles in a voyage between New York and San Francisco. Panama is a lock or sea-level canal? ..... The man who made the zone liveable was..... The canal cost about..... In 1912 in the administration of President ....., a bill was passed exempting coastwise American shipping from paying tolls. This was immediately protested by the.....government as they said it was opposed to the.....treaty. President ..... said that the clause "open to all nations" meant open to all.....nations. In 1914 President.....succeeded in having the tolls bill.... In a recent special session of President Harding's administration the United States has passed two measures affecting Panama and Colombia: 1. .... 2. ....

Of whom was this written?

A man went down to Panama,  
Where many a man had died,  
To slit the sliding mountains  
And lift the eternal tide.  
A man stood up in Panama  
And the mountains stood aside.

.....

The student retains these mimeographed sheets correctly filled in, and they make excellent review material for the final college-entrance examinations, at the end of the year's work.

After several weeks spent on the project "Have our ideals of government changed since Magna Charta?" the following completion test was prepared, containing over 200 completions, excerpts from which follow:

### THE CONSTITUTION

1. Complete in full Kipling's lines:

"All we have of freedom".....  
 .....  
 .....  
 .....

2. The three sources of our Constitution are:

(1) ....., (2) ....., (3) .....

3. What took place in England at the time of the following years?

(1) 1215.....	(2) 1265.....
(3) 1628.....	(4) 1688-89.....
(5) 1707.....	(6) 1833.....
(7) 1911.....	(8) 1918.....

4. The steps toward Union in the U. S. were:

(1).....Date....	(2).....Date....
(3).....".....	(4).....".....
(5).....".....	(6).....".....

8. Our first national domain was formed at the time when certain States gave up their claims to western territory.

These claims were based on their old "sea to sea" charters. The leading States which had conflicting claims were:

(1)....., (2)....., (3).....,  
(4)....., (5)..... It was the beginning of a truly national power and the honor is due to the State of.....

9. Daniel Webster said: "I doubt whether any single law of a law-giver, ancient or modern, has produced effect of more distinct or lasting character than.....  
....."

10. What new States were eventually admitted from the Northwest Territory? (1)....., (2)....., (3)....., (4)....., (5).....

12. The Constitutional Convention: (1) Date....., (2) Place....., (3) The State not represented....., (4) Five distinguished statesmen not present (a)....., (b)....., (c)....., (d)....., (e)..... (5) Thirteen distinguished statesmen who were present were (1)..... (2)..... (3)..... (4)..... (5)..... (6)..... (7)..... (8)..... (9)..... (10)..... (11)..... (12)..... (13).....

16. In regard to slavery three (3) agreements were reached:

- (1) In determining the Federal ratio each slave was to count as.....of a white man.

(2) In levying direct taxes each slave was to count as .....of a white man.

(3) Congress was not to interfere with the slave trade for.....years.

18. The Constitution would go into effect when ratified by.....States. There were long drawn out contests in (1)....., (2)....., (3)..... Two States did not come in until after Washington had been President many months: (1)....., (2).....

20. Our Constitution has certain unwritten features, such as:

- (1).....
- (2).....
- (3).....
- (4).....
- (5).....

22. Our Constitution has grown in three ways:

- (1)....., (2)....., (3).....

23. Our Constitution has been amended 19 times:

- (1) The first ten are called.....
- (2) The 11th amendment deals with.....
- (3) The 12th " " " .....
- (4) The 13th, 14th, 15th deal with.....
- (5) The 16th amendment deals with.....
- (6) The 17th " is in regard to.....
- (7) The 18th " " " " .....
- (8) The 19th " " " " .....

24. Our Constitution has always been amended in the

following manner: (1) Congress has by a . . . . .  
 vote proposed the amendment. When this was rati-  
 fied by the legislatures of . . . . . of the States  
 it became a part of the Constitution.

25. Complete the preamble of the Constitution: "We,  
 the people of the U. S., in order to . . . . .  
 . . . . .  
 . . . . .  
 . . . . .  
 . . . . .  
 . . . . .

27. The Electoral College: (a) Each State has as many  
 electors as it has . . . . . (b) A presidential elec-  
 tion takes place on the first . . . . . after the first  
 . . . . . in the month of . . . . . every . . . . .  
 . . . . . years. (c) The Electors meet in . . . . .  
 after the election and vote for President and Vice-  
 President on . . . . . ballots. The candidate hav-  
 ing a . . . . . vote is declared elected. If no can-  
 didate has a majority the next president is selected by  
 the . . . . . from the highest candidates. (d) Our  
 system of electing a president was changed by the  
 . . . . . amendment.

28. When a bill comes before a President he is given  
 . . . . . days to consider it. He may: (1) . . . . .  
 (2) . . . . ., (3) . . . . ., (4) . . . . .

35. What may the Senate do that the House cannot do:  
 (1) . . . . ., (2) . . . . ., (3) . . . . .,  
 (4) . . . . .

37. The present Federal ratio is . . . . .

41. The "steering committee" is composed of: (1) . . . . .  
....., (2) . . . . ., (3) . . . . .
43. The Committee System looks after the bills that come before the House. The advantages of the committee system are: (1) . . . . ., (2) . . . . ., (3) . . . . .
- The disadvantages are: (1) . . . . ., (2) . . . . ., (3) . . . . .
44. In Congress a . . . . . constitutes a quorum.

## TRUE AND FALSE STATEMENTS ON THE CONSTITUTION

1. The foundations for the American Constitution were laid in the long struggle for popular rights in England.
2. From Magna Charta to the American Constitution was more than six centuries.
3. The essential defect of the Articles of Confederation was that they failed to give Congress sufficient authority to run the government.
4. The Articles of Confederation were planned as a temporary form of organization.
5. The Articles of Confederation were adopted after the adoption of the treaty which closed the Revolutionary War.
6. Maryland's long delay in accepting the Articles of Confederation resulted in a great benefit to the nation.
7. Maryland and Pennsylvania both claimed lands between the Alleghany Mountains and the Mississippi River by virtue of their old Colonial charters.
8. The Northwest Ordinance was the most important piece of constructive work accomplished by Congress under the Articles of Confederation.

9. The Constitutional Convention met at Annapolis in 1786.
10. Thomas Jefferson was a member of the Constitutional Convention.
11. The Virginia Plan and the New Jersey Plan of organization were alike in that they both provided for the creation of a government having three distinct departments.
12. The greatest struggle in the Constitutional Convention was between the ideal of a national government deriving its powers directly from the people of the nation at large and the ideal of a confederacy of states.
13. The small States supported the Virginia Plan of organization.
14. The Constitution provided that Congress must never interfere with the slave-trade.
15. The Constitution was to go into effect as soon as it was ratified by 9 States.
16. Ratification of the Constitution was a long and difficult matter in Delaware.
17. North Carolina did not ratify the Constitution till after Washington became President.
18. The Preamble to the Constitution states the purposes which the Constitution was designed to accomplish.
19. The Preamble of the Constitution states that all men are created equal.
20. There have been differences of view as to the interpretation of the Constitution from the very beginning.
21. The only way in which the Constitution can change is by the process of amendment.
22. The Constitution can be amended by a two-thirds vote of Congress.

23. Proposed amendments to the Constitution must be ratified by three-fourths of the States before they become a part of the Constitution.
24. Nineteen amendments to the Constitution have been adopted.
25. The Constitution provides that no person may serve as President for more than two terms.
26. Any American citizen who is 35 years old or over and has been for 14 years a resident within the United States is eligible to the presidency.
27. Each State has as many electors as it has Representatives and Senators combined.
28. The electors meet in Washington after the election and vote for President and Vice-President on separate ballots.
29. If no candidate receives a majority of the votes of the electoral college, the Senate chooses a president.
30. If the President neither signs nor vetoes a bill within ten days Congress still being in session, the bill becomes a law.
31. Treaties negotiated by the President must be approved by a two-thirds vote of the Senate before they become binding.
32. The term of a Senator is 6 years.
33. The Senate elects its own presiding officer.
34. The salary of a Senator is the same as that of a Representative.
35. The Senate has the sole power to try impeachments.
36. The term of a Representative is 4 years.
37. The States are represented in the House according to their population.
38. "Gerrymandering" is the process of laying out Congressional districts unfairly for political purposes.



39. Congress meets annually.
40. The majority leader on the floor of the House is called the Speaker.
41. The fate of a bill in the House is usually decided in the committee to which it is referred.
42. Wilson was the first President in 100 years to exert an influence over Congress.
43. The veto power is one means by which Congress exerts an influence over the President.
44. Bills having to do with raising money must originate in the House.
45. The Constitution provides for a President's Cabinet, consisting of 10 heads of executive departments.
46. A cabinet officer may be removed by the President without the consent of the Senate.
47. The Chief Justice of the Supreme Court is Ex-President Taft.
48. The Circuit Courts and the Supreme Court are the only kinds of Federal Courts.
49. The justices of the Supreme Court may be removed by the President with the consent of the Senate.
50. The Supreme Court has the power to declare acts of Congress "null and void."

A third type of test was tried out last year in the field of Modern European History with the definite objective of ascertaining the ability of the pupil to interpret facts correctly. Questions such as the following were given:

1. In the reorganization of Europe at the Congress of Vienna the principle of "legitimacy" was adopted as the basis for the reorganization.  
What action would you expect the Congress of Vienna

to take in the countries conquered by Napoleon and in which he had set up his own rulers?

2. "Louis Napoleon did not possess the military and administrative genius of Napoleon I, but he had sufficient astuteness to realize that the eyes of his countrymen might be dazzled by a successful adventurer trading on the magic name of Napoleon. He was completely unscrupulous in the choice of men and means to be employed in the rise to power and possessed an overweening ambition to revive the glories of his house."

What kind of government would you expect Louis Napoleon to establish in France?

3. In 1853 Cavour became prime minister of Sardinia. He knew England well and admired the English system of Parliamentary government. He bent every effort to develop the economic resources of Sardinia, foster education, and reorganize the army. He made Sardinia a strong and liberal state, strong enough to cope with Austria, and liberal enough to attract to herself the other states of Italy.

What would you expect Cavour's attitude to be toward the political situation in Italy as it existed after the Congress of Vienna?

4. In one of his speeches Bismarck made the statement that the great questions of the day in Germany would not be settled by speeches and majority resolutions but by blood and iron. With Bismarck as leader how would you expect German unification to be achieved?
5. The Younger Pitt once made this statement about the House of Commons: "This House is not representative of the people of Great Britain; it is the representation of nominal boroughs, of ruined and exter-

minated towns, of noble families, of wealthy individuals, of foreign potentates."

What effect would you expect these conditions to have upon English politics during the nineteenth century?

### SUMMARY

Notwithstanding the fact that all three types of tests—the true and false, the completion, and the interpretive—have their good features, no one of them is sufficient to meet all of our demands. The reason for this is obvious. History, as the Committee of Seven told us nearly twenty-five years ago, should do far more than train the memory. It should be so taught as to give equal training in the use or interpretation of facts, and should also aid in the exercise of one's judgment and in developing historical-mindedness.

Now, while the completion test is excellent from the point of view of ascertaining fact content, it gives little or no training in organization or arrangement of materials. It would, therefore, have to be used with caution by the teacher who is preparing for college. An outstanding excellence of the completion test, however, if arranged like the one on "The Panama Canal," is that it undoubtedly teaches as it tests and, if kept by the pupil, makes excellent material for rapid review work at the end of the year.

While the true and false test necessitates correct thinking and the display of judgment, it also is open to the same criticism as the completion. The true and false is most serviceable, I have found, in quickly testing out a recent study of some phase or project, *e. g.*, "Banking," "Slavery," or "The Tariff."

There is much promise it seems to me in the interpre-

tive or judgment test, and we who teach history would do well to give more thought and attention to constructing worthy examinations of this general character.

We still need to retain, however, the essay type of examination. The ability to organize one's material and the power to express it in good clear-cut English are distinctly worth-while objectives in history.

## XVII

### HOW TO BUILD AN IDEAL COURSE IN CITIZENSHIP<sup>1</sup>

"Education" says Dewey, "is the reconstruction of our experiences." "And we who have to do with education," says Kilpatrick, "are challenged to keep the reconstruction process going as richly as we can. To find and provide such experiences is the problem of the curriculum."

Who shall be the builders of this ideal course of study in citizenship? Not the philosopher alone; nor the theorist in method; nor the pedant with his cumbrous tome of subject-matter. Neither the administrator of "a school system," nor the supervisor with the bias of the single-subject man; nor the teacher whose day is so full of hampering detail. Not any one of these alone can become the builder of our "Course in Citizenship." Too long have we been shaking the administrative forefinger, the pedantic middle, the supervisory third, and the little teacher finger, with the philosophical, theoretical thumb standing apart by itself, each separately admonishing about the evils of faulty educational method. When we bring them all together in close co-operation, then, and not till then, will there be real power and force behind our educational blow.

And so as we draw up our ideal course of study I

<sup>1</sup> From an address given by R. W. Hatch before the Massachusetts Superintendents and Principals Association, State House, Boston, Mass., 1924.

would have around our curriculum table an administrator, a specialist in the field or fields under discussion, a psychologist, a teacher or teachers, and one versed in the gentle art of pedagogy. And now having gathered such a distinguished group about our conference table, let us proceed to business.

The learned Specialist is the first to speak:

"Let us," says he, "organize the subject-matter to be taught. I have worked out a complete and logical presentation of the entire field with main heads, subheads and instances. Throughout will be found statements of principles from which the student will deduce what he will be expected to deduce."

"One moment," says the Philosopher; "let us not forget that subject-matter, essential as it is, should always be subordinated to the need for growth."

"Just what do you mean by that?" inquires a Teacher in a timid and somewhat uncertain voice.

"I mean," replies the Philosopher, "that we should work out a list of traits suitable for growing purposes. Then, through the instrumentality of typical activities, actual projects, I would provide situations which would develop these traits in their natural setting."

"But would not this outside activity take a great deal of time? How could we hope to complete a formal course of study?" rejoins the Teacher.

"Throw your course of study out of the window when a real situation walks in through the door," replies the Philosopher, like one who has his answer ready.

"That may be all right," speaks out the Teacher bravely; "but will my pupils be able to meet county, state, and college-entrance examinations at the end of the year?"

Here the Psychologist puts in his voice: "It were better to think of these examinations as if they were not there."

"I agree to that," nods the Philosopher.

At this moment the Specialist, who has restrained herself with difficulty, breaks in: "But if we give so much time and attention to training citizens, how about *my* Latin? That surely is established and must not be encroached upon. We have four years now in the high school and one in the VIIIth Grade, and some of my teachers think the pupils should begin this study in the VIIth."

At this the Administrator explodes: "It's part of my job to keep a balanced ration, and I would like to ask this conference group if Latin has any right to so much of our young citizen's time both in school and out, for Latin consumes one-third of his total time for study. In my opinion Latin should be reduced to a three, possibly a two, years' course."

"And here I say again," rejoins the Philosopher, "it is all relative, a matter of growth. Perhaps our young citizen would fare better if we fed him more of the Social Studies, for many of these civic activities, these habits, attitudes, and ideals that we want him to get, develop in or arise more naturally out of the Social Studies field than any other."

At this the Specialist in Latin says she feels faint and asks the Administrator if he would mind opening the window. He replies curtly that such action on his part would derange his entire ventilating system.

"But think of the training one gets from the study of Latin. No other subject is capable of getting such results in mental discipline," persists the Specialist.

Here the Psychologist arises, clears his throat, and is about to speak when the Specialist interrupts.

"Oh, I know what you are going to say about 'transfer' and all that. But I don't believe it. Dean West called a group of the classicists together last year, and we agreed then and there that it wasn't so."

Up to this point the Specialist in the Social Studies had remained quite inactive. He now saw his opportunity. "I am not one of those who believe in history or civics or geography or any subject for its own sake. As a teacher of youth I do not have the specialist's interest in any of these subjects of study. I want to see the various tributaries—history, geography, civics, elementary economics, and sociology—each contributing to one main stream. This means a reorganization of worth-while materials in all these fields. Some of us who teach these subjects have felt for a long time that a large percentage of the details of history is valueless, that much of formal geography is equally worthless, and that altogether too large an amount of the old instruction in government never has carried over into constructive citizenship."

And now the Pedagogue speaks for the first time: "Not only do we desire a reorganization of the subject-matter to meet the needs of the growing child, but we must also realize that our method of approach in presenting further materials necessary for his further growth is of the utmost importance. Somehow in all our teaching we must get that purposeful activity where the dominating purpose—an inner urge—fixes the aim guides the process, and furnishes the drive."

The Psychologist speaks again: "I want to say another word regarding these adolescent citizens. They



are constantly being subjected to the strongest pulls and pushes by the very laws of their being. Should we not plan our citizenship course so as to work with rather than against these laws; to push with the push and to pull with the pull? If, for instance, the group or 'gang' instinct is strongest at thirteen, should we not take that into account in the formation of civic leagues and other school organizations which have distinctly civic purposes in view? And in the direct training for the civic virtues should we not utilize to the utmost the unquestioned fact that habits are more easily formed during these years—eleven to fourteen—than at any other time?

At this the Philosopher nods vigorously, accompanied by the Pedagogue, the Administrator, and several Teachers.

"And, later on," resumes the Psychologist, "when they come to the last years of the high school, our developing citizen becomes critical, rejects mere authority, demands proof. He is not content with scattered knowledge. He wants to see things organized. Clear, logical statements of beliefs and reasons will be accepted. But we can force the youth to doubt if we press authority where he seeks reason, or if in method or matter our teaching is below his level. Should we not meet this great change, as our citizen develops his selfhood, his young manhood, with a corresponding adaptation of materials?"

"Indeed we should," joins in the Specialist in the Social Studies. "Democracy's high school should for instance have a course in the senior year in present-day problems. This should be the crowning year of the high school. Here it is that we have the right to expect

clearer thinking, a more intelligent grasp of subject-matter, the ability to evaluate evidence, and the display of open-mindedness. To be sure, the teacher must be ever on guard against superficiality, snap-judgment, and 'the forensic display of ignorant opinion.' 'The essence of critical thinking,' says Dewey, 'is suspended judgment,' and that should ever be the ideal held up before these young citizens as they study and discuss the many vexing problems of the world in which they live. 'The hope of democracy,' as Lincoln characteristically phrased it, 'is that eventually the people will wobble right.' Unanimity of opinion is too much to expect. But if our democracy is to 'wobble right' more often than otherwise, we must give our young citizens an opportunity to use and practise it daily in their school life. The only way to gain open-mindedness is to exercise it in class. 'The forensic display of ignorant opinion' and the sober expression of intelligent opinion must meet daily in class discussion and fight out their age-old conflict."

The Administrator, who has been waiting impatiently to interject a pet hobby of his, now speaks out in no uncertain tones: "I am a firm believer that there are splendid materials and opportunities for direct training in citizenship in the every-day activities of the school and community. This is particularly true of both the junior and senior high school years. I have reference to such organizations as the General Association, the Students' Council, debating societies, parliamentary procedure, literary and social clubs, supervised study halls, election of class officials, etc. The student should be led to participate in the real civic activities of his own community."

"Not only should we develop these activities through the instrumentality of extracurricula organizations," says the Pedagogue, "but some of our very best opportunities for training in citizenship come during the regular conduct of the classroom. For instance, in the social studies there are many splendid opportunities to develop open-mindedness in the discussion of controversial issues. The student should gain, also, the scientific habit of thought, the ability to evaluate evidence, the power to gather and organize worth-while information—in a word, 'historical-mindedness.' President Emeritus Hadley has a thought for us here. 'Let us recognize,' says he, 'that the knowledge of the facts of history or science, which the pupil gets, is of very little importance compared with the *power* of getting at *additional* facts for himself as he wants them, and the *habit* of getting them right.'"

"Our ideal course of study then," says the Philosopher, with conviction, "will comprise not only a different method of attack, but a reorganization of our materials, to be accompanied all along the line by a running fire of civic activities."

All the members accept this general proposition except the Specialists in Latin and Mathematics. "We are glad," said they in unision, "that we got our education twenty-five years ago!"

"Is not just that our major trouble?" retaliates the Philosopher. "Doesn't our educational system lag behind present-day needs by just about one generation? And the great lesson for all of us who have to do with directing the educational process is to train our young citizens for the time and the place in which they are to live."

"Now, just what do you want me to *do* next September," speaks out the brave little Teacher from Grade

VII, "when I meet my forty pupils for the first time?"

In the painful silence following this unfortunate remark by the little Teacher, the Administrator arose and declared the meeting adjourned.

## XVIII

### A UNIT-FUSION COURSE IN THE SOCIAL STUDIES FOR THE JUNIOR HIGH SCHOOL

#### INTRODUCTION

Ten years ago the term "social studies" had little, if any, definite connotation. Then, in 1915, came the bulletin on *Community Civics*, followed two years later by the report on the *Teaching of the Social Studies*. These bulletins aroused much discussion and no little constructive experimentation. Before this, history, with smatterings of incidental geography and government, had filled the entire field. Within the past ten years, however, various groups have made their demands on "history," each desirous of lopping off a more or less definite sector for itself. The first to attack was the political scientist who desired his own place in the curriculum. He was followed by the economist, the sociologist, and the geographer. Most of these attacks have come from the entrenched positions of nationally organized associations. Recently each of these groups has put forward its programme for the schools. The chief points of difference with these specialists lie in the selection of subject-matter and in emphasis. Each in his own way is a special pleader for his own subject. The problem is further complicated by the attack of educators and psychologists on the method of teaching these subjects, while the administrator waits with what resignation he can com-

mand, hoping that some semblance of order will come out of all this disagreement and confusion.

This brief introductory statement is necessary if one is to understand the conditions out of which the need has arisen for a constructive programme in the field of the social studies. At the outset I wish to make my position clear. I am not one of those who believe in history or civics or geography or any subject for its own sake. As a teacher of youth I do not have the specialist's interest in any of these subjects of study. I want to see the various tributaries—history, geography, civics, economics, sociology—each contributing to one main stream. This means a reorganization of worth-while materials in all these fields.

Not only do we desire a reorganization of subject-matter to meet the needs of the growing child, but we ever realize that he is growing, and that our method of approach in presenting further materials necessary for his growth is of the utmost importance. This is not the old controversial issue of materials vs. method. It is materials *and* method; the bow and the cord, "useless one without the other."

#### OBJECTIVES, ORGANIZATION, AND GENERAL METHOD<sup>1</sup>

For a long time, there has been a great amount of dissatisfaction with geography, history, and civics as taught in the grades of the Junior High School. Educators have felt that a large percentage of the details of history is

<sup>1</sup> From the bulletin, "A Unit-Fusion Course in the Social Studies for the Junior High School," *Horace Mann Studies in Education* (1926) by R. W. Hatch, Head of the Department of History, Horace Mann School, and Lecturer in Civic Education, Teachers College, and D. F. Stull, Associate in Geography, Teachers College. Published by the Bureau of Publications, Teachers College, New York.

valueless, that much of formal geography is equally worthless, and that altogether too large an amount of the old instruction in government never has carried over into constructive citizenship.

In Chapter I of the *Twenty-second Yearbook*, Doctor Harold O. Rugg, speaking on the theme, "Does the present division of the social science materials into the separate subjects of history, geography, civics, and economics, aid or hamper the teacher and the pupil?" makes this observation: "Just one criterion, it seems to me, should guide the curriculum maker. He should assemble around definite problems and issues those illustrative materials that the mind imperatively needs to deal with the matter in hand. He should gather there materials from whatever school 'subject' tradition may have housed them in. And he should put them together in such natural relationship that it will be possible for the pupil to call to his aid at any moment the data naturally needed at that moment to answer his pressing question."

Now if we are to train our pupils to make wise selections from the various subject-matter fields, we must confront them with situations where they will have to practise that very thing. This comes most naturally through problem-solving. The significance of the term "fusion" as over against "correlation" or "integration" is that it looks forward to the end resultant. The ultimate product may be composed, to be sure, of various elements from history, geography, and civics, but it will all be so welded or fused that distinctive lines are gone.

As an illustration showing the naturalness of this fusion process, one of our groups set themselves to find an answer to their problem: "How was Switzerland,

situated in the midst of Europe, able to keep out of the World War?" One day while this project was under discussion a visitor remarked at the end of the hour: "I came in a little late, and although I have listened intently for nearly forty minutes, I do not know now whether this is a class in history, geography, or civics." We could not help much in giving him the proper label, but asked in our turn if the project could be answered without study of the geography, history, and government of Switzerland. At least we felt that they were all "grist to our mill." This points out a perfectly natural and not a dragged-in correlation, a fusion, in fact, of materials from all three fields.

It is with the hope of contributing something constructive to the teaching of the social studies in the Junior High School that the materials within this book have been organized. They have been developed in real teaching situations. "Alas for the cripple practice when he tries to keep up with the bird theory," said Emerson; but this is exactly what the authors of this bulletin have endeavored to do. For the past two years they have been trying out their theory in the Horace Mann School. Both have been present during the classroom period, one teaching and the other observing as they fused their respective materials in geography, history, and civics, in order to get a more complete and well-rounded picture.

Many conferences grew out of these class periods, but as both instructors believe strongly in the fundamental principles of fusion which underlie the general procedure, both endeavored to safeguard their respective subject-matter fields in this reorganization. A third trained observer, Miss Mary W. McWenie, has been



present during these periods, has taken copious notes, and has organized the essential details in carefully worked-out lesson plans.

The goal set by the authors was to organize this material so that a single well-trained teacher can handle the three fields as a unit. She will be known, however, as a teacher of the social studies, and not as a teacher of geography, or history, or civics. In fact, this past year this is exactly what has taken place at Horace Mann School, for after the authors had taught and reorganized the seventh-grade work for a complete year, the incoming seventh grade was put under the guidance of a single teacher, who has had training in the three fields and guidance in the method of procedure.

The main objectives of this form of organization have been:

(1) "To teach groups of subjects together in their natural relations."—Eliot.

(2) To create a sympathetic understanding and appreciation of the peoples of the earth as they are confronted with problems, internal and external, which have grown out of historical, geographical, and political factors.

(3) To give children that geographical and historical background which will assist in the understanding and solution of many problems of the past and of the present.

(4) To give a better understanding of and respect for the peoples from various nations who have come within our national boundary lines.

(5) To give the adolescent child an understanding of the interdependence of nations in this day of almost instant communication and rapid transportation.

(6) To try to find out why people in different parts of the world have developed different types of civilization.

(7) To compare other nations with the United States whenever possible, thus being able to get better understandings.

(8) To give ability to use tools of various kinds, such as maps, diagrams, graphs, gazetteers, encyclopedias, the *Reader's Guide*, and other books of reference.

(9) To make the child familiar with the great amount of social studies material to be found in current magazines and newspapers.

(10) To show the great need for the conservation of the world's human and material resources.

(11) To learn how to work together in contributing to the solution of a common problem.

(12) To train and develop the citizenship qualities of tolerance and open-mindedness.

(13) To evaluate propaganda wherever it may be found; text, reference book, current materials, persons.

(14) To challenge, compare, and evaluate the facts under discussion.

(15) To give training in mental integrity and suspended judgment.

(16) To condemn the superficial and to respect the well-considered.

(17) To develop "a reasoned self-confidence."

#### GENERAL ORGANIZATION

The ideal behind this type of unit-fusion organization has been well expressed by Emily Mode: "History is meaningless without a stage—geography—to act it in. A stage without action is inane and absurd. And group action—history—without an organization—government or civics—is impossible."

*Organization*

Grade VII	The Cradle of Civilization.
History	The World to 1492 (The Near East and the Far East).
Geography	The Mediterranean Basin and the Far East. (The Old World desert and the desert's edge.)
Civics	The significance of attempts at self-government in the Old World. Practice in group organization; Current Events; Projects in Citizenship.
Grade VIII	The Development of Western Europe and its Expansion into the New World.
History	European History from 1492-1926. (The New World—United States, Canada, and South America to 1789.)
Geography	Western Europe and European Expansion into the New World of North America, South America, Africa, and Oceanica.
Civics	The growth of nationalism, the development of constitutional forms of government; the march of democracy—Colonial practices in the New World. Practice in group organization; Current Events; Projects in Citizenship.
Grade IX	The United States and Its World Relationships.
History	United States 1789-1926.
Geography	Physical, political, and economic geography of the United States; and our expanding world relationships.
Civics	Elementary social, political, and economic problems. Practice in group organization; Current Events; Projects in Citizenship. Time allotments: One period a day, with a double period once a week.

## GENERAL METHOD

Although this organization may appear somewhat pre-determined, and laid out in subject-matter divisions, nevertheless, the general classroom procedure has been by the problem method. The social studies lend themselves well to problem treatment because they deal with human life as related to the physical environment.

Professor Dewey has said that the true starting-point of history is some present-day situation, and we have utilized this point of view as a method of procedure whenever and wherever possible. However, it is also well for the young citizens to know how people who lived in other times and other places solved the current problems of their day. Our plan of procedure allows for this in the solution of the many minor problems that are raised as we develop the story. For instance, in the VIIIth Grade we set the stage and started out with the major project, "Why are the British people important in world affairs?" As we developed their story several minor problems presented themselves. For example, when we arrived at the French and Indian period in American history, the following procedure was adopted. After a brief survey of maps of North America, noting changes in color of territory owned by France and England respectively, and after some preliminary reading from Parkman's *Struggle for a Continent*, and other outside material, we set the following project: "Which won in the struggle for a continent?" We found at the start that it was extremely important to give careful study to the topography of North America. We noted the spread of the French activities, the great stretches claimed by them, and the narrow strip of the English

colonies along the coast. Why was Pittsburgh called "The Gateway of the West," and Quebec "The Gibraltar of America"? What was the significance of the great water divide of the Hudson, Lakes George and Champlain, and the Richelieu to the St. Lawrence? How did differences in physical characteristics, the soil, the climate, react upon the lives of her people?

After this came the distinction in the character and direction of the war. Single control—autocracy—on the one hand, versus the loose central control of the self-governing English colonies. The full significance of Franklin's plea, "Unite or Die," and his attempts to bring a more unified control in his Albany Plan, were discussed. Then came group action—history—and we traced the movements of the contending parties and watched the great wrestling matches on the mat of North America. In five lessons we had "fused" our subject-matter—history, geography, and civics or government, and built up a class organization of essential facts.

It is evident that in order to find our answer we had to study our problem in its time-setting, and bring out the historical, political, and geographic aspects of the time and place in which the events under discussion occurred. The intelligent understanding of a past problem, to note whether its solution proved wise or unfortunate, is perhaps one of the best ways we can train young citizens so that they may do their part in solving better the problems of their own day.

Teachers will naturally ask: "How did the problems arise?" Of course, the best and most vital problems were those which the children raised as a result of their own interests and experiences. For instance, the pupils of the VIIIth Grade, when studying about the rise of

present-day Germany, raised this very important problem, "Is Germany still one of the eight world powers?" The children became so interested in proving that Germany, regardless of her defeat in the World War, was or was not a world power, that they consulted every textbook at their disposal, reference-books in the library, such as the *Statesman's Yearbook* and the *World Almanac*, talked with their parents and others about the problem, and finally decided that the whole controversy should be brought to a head by means of a debate. The topic decided upon was, "Resolved, that Germany, though defeated in the World War, is still a world power." Much valuable information was gathered and the debate was probably one of the best class periods of the entire year.

Frequently it is the teacher's function so to stimulate an interest in a region that problems will arise. For instance, India is one of the units of study for the VIIth Grade. The interests of the children were aroused by the teacher telling about some periodical reading which he had been doing on the work of Gandhi, and the desire of some of the Hindoos for complete independence from British rule. One pupil raised the problem, "Why does England want India to remain a part of the British Empire?" Nearly all of the children decided that this was a good problem and resolved, if possible, to find a solution. One can readily see that the attempted solution of this problem would bring out many of the historical, geographical, and political factors which have helped to shape the destiny of this "Pearl of the East."

Of course, the data for the solution of our problems are secured through pictures, maps, diagrams, graphs, statistical material, and verbal matter found in our text-

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ks as well as supplementary material. When a problem was once secured, we constantly kept it before the class until a fairly plausible solution had been reached asking the following questions:

2) Has this individual contributed anything to the solution of our problem?

5) Has this group contributed anything to the solution of our problem?

In the solution of a problem, the class sometimes worked as a unit, often by groups, and frequently as individuals.

The summary of our objectives and general method of this unit-fusion course in the social studies may be expressed in succinct form as follows:

Find the facts.

Filter the facts.

Use the facts.

Follow the facts.

## EMPHASIS—REFERENCES—ACTIVITIES

### GRADE VII

Time allotments: Five periods per week, with one extra period each week for Current Events.

<i>Units of Study</i>	<i>Periods</i>
Prehistoric.....	12
Story of Egypt.....	15
Story of India.....	8
Story of China.....	8
Mesopotamia.....	6
Palestine and Syria.....	10
Greece.....	25
Rome.....	25
Barbarian Invasions.....	5

<i>Units of Study</i>	<i>Periods</i>
10. Holy Roman Empire.....	8
11. Mohammedanism.....	5
12. Feudalism and Chivalry.....	12
13. The Crusades.....	4
14. The Renaissance and Italian Cities.....	10
15. How England Began.....	10
16. How France Began.....	8
17. How Germany Began.....	8

The emphasis here expressed is only relative. It is not intended or expected that each subject division should be held strictly to these time limits.

### GRADE VIII

<i>Units of Study</i>	<i>Periods</i>
1. Review of the Beginning of Western Europe.....	10
2. The British Empire.....	25
3. France.....	15
4. Spain.....	5
5. The Netherlands.....	5
6. Russia.....	10
7. Turkey and the Balkan States.....	10
8. Germany and Austria.....	15
9. Italy.....	10
10. European Expansion (Colonies, The Far East).....	15
11. Nineteenth Century Progress.....	20
12. The World War and World Peace.....	15
13. New Problems.....	20

### *Seventh Grade and Eighth Grade*

#### *Texts:*

Mills: Book of the Ancient World, and Hall: Our Ancestors in Europe.

or

Robinson and Breasted: Outlines of European History, Part I.

or

West: A Short History of Early Peoples (to 1500 A. D.).



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Binson, Smith, and Breasted: Our World Yesterday and Today

or

East: A Short History of Modern Peoples (From 1500 A. D. to 1922 A. D.).

*geography text-books*—one or more sets of the following:

Wood: New Geography, Book II.

Ham and McFarlane: Essentials of Geography, Book II.

Murry and Parkins: Advanced Geography.

Smith: Human Geography—Regions and Trade.

*general references:*

East: Ancient Times, and Robinson: Modern Times.

East: Early Progress, and West: Modern Progress.

East: The Ancient World, Betten and Kaufman: The Modern World.

East: Modern Times and the Living Past.

East: World Almanac.

East: Statesman's Yearbook.

East: Outline of History.

East: History for Ready Reference.

East: Pictured Encyclopædia.

East: World Book.

East: The New World.

East: Influences of Geographic Environment.

East: Geography and World Power.

East: The Continent of Europe.

East: Physiographic Diagram of Europe.

*magazines:*

East: Recent History and The Historical Outlook.

East: National Geographic Magazine and Journal of Geography.

## PROJECTS IN CITIZENSHIP

No programme for the social studies would be complete unless adequate provision were made all along the way for a running fire of civic activities. We are now turning to the training that comes from the actual

participation by the pupils in school or group activities where the objective is training in citizenship. All the activities of the school contain potential citizenship material. Many of these activities develop in, or arise naturally out of, the social studies field, and it seems to fall to the lot of the teacher of these subjects to guide the conduct of his young citizens in the society in which they move.

As indicative of this type of activities we append the following list. They are aside from but related to the regular assignment and class discussion.

1. Special reports: *e. g.*, "Alexander the Great," "The Parthenon," "Pompeii," "The Olympic Games."
2. Debates: *e. g.*, "Resolved, That the United States should enter the World Court"; "Resolved, That Germany, though defeated in the World War, is still a world power."
3. Class discussion in charge of chairman, who motivates the discussion by means of a list of questions which she has prepared beforehand. These questions are on assigned reading-matter.
4. "Location game" in geography: *e. g.*, during the study of the geography of France, this game was played by having one student give the name of some city, river, or other geographical feature of France, and another student would then locate the feature named on the large wall map in front of the class. The student who gave the correct location, then gave the name of some other geographical feature to be located, and so on. In addition to locating something that has been named, the pupil is sometimes required to state some fact concerning it.

5. Note-books on the various countries, with illustrations. These may be individual or group projects.
6. Articles produced in foreign countries, and illustrations of foreign scenes brought in by students and exhibited to their classmates.
7. Declamation: *e. g.*, "Horatius at the Bridge," successive stanzas being recited by different members of the class.
8. Dramatization: *e. g.*, (*a*) "The Story of Æneas" enacted by the class; (*b*) A Feudal Scene, showing the Oath of Homage; (*c*) The Discontent of the Workers, featuring John Bull; (*d*) Impersonation of well-known people expressing their views on some current question of the day.
9. Visits to museums: *e. g.*, a visit to the Metropolitan Museum of Art to see the Egyptian exhibition, etc.
10. Motion-pictures: *e. g.*, Ben Hur, The Covered Wagon, The Iron Horse.
11. Talks to the class by people from foreign countries: *e. g.*, a Chinese student at Columbia University talked to the students and answered their questions about life in China, and exhibited articles made by the Chinese.
12. Exchange of letters with absent class members visiting in foreign countries, or with pupils of schools in other countries: *e. g.*, the class exchanged letters with one of their number who was travelling in Europe; after a talk by the Egyptian consul, they exchanged letters with children of their own age in Cairo.
13. Bulletin-board. In charge of student delegated by the class, illustration and articles on current events being furnished by the members of the class. Have a "cartoon corner."

14. "Watch this spot!" Famous sayings, related whenever possible to the work in hand, placed on the blackboard by selected members of the class, and renewed frequently.
15. Stereoscopic views and slides.
16. Blackboard drawings by the students, portraying historical scenes or personages.
17. Outline maps, to be filled in with various data: boundaries, products, rainfall, current events.
18. Current Events Day, once a week. For the organization and method of procedure with typical classroom lessons, see p. 132.
19. The Time Line: drawing a series of events to scale. See p. 160.
20. Civic trips. The class plans the trip and a committee makes all necessary arrangements. All participated in a recent trip around New York in a "sight-seeing yacht."

Other types of activity deal with matters outside the classroom. These projects in citizenship are great aids in training the citizenship muscles of all who participate. As indicative of these we list the following:

1. A campaign against bill-boards.
2. A Safety-First campaign.
3. A petition to the proper authorities to close a neighboring street for recreation purposes.
4. A thrift campaign; the wise spending of individual allowances.
5. The collection of second-hand clothing, books, toys, for distribution to hospitals, nurseries, working-homes.
6. A campaign against unnecessary noise in the corridors and home rooms.

7. To arrange appropriate celebrations for "Constitution Day," "Good-Will Day."
8. A campaign against unsportsmanlike conduct at games, etc.

For additional examples see Projects in Citizenship, p. 79.

For Group Organizations, see p. 71.

### A TYPICAL FUSION AS DEVELOPED, TAUGHT, AND REORGANIZED

#### PALESTINE

#### *VIIIth Grade*

Approach: The Zionist Movement.

Newspaper clippings or magazine articles.

Introductory questions:

1. What people are concerned in the Zionist Movement?
2. Why is it called the Zionist Movement?

(Named after Zion, the southwestern hill of Jerusalem in Palestine, the home of David and his successors.)

3. Where is Palestine?
4. Why should the Jews desire to return to Palestine?
5. What other people form the greater part of the population of Palestine now? How would they feel about the Jews returning to Palestine?
6. Who controls Palestine now, and when and how did it come under their control?
7. About how many Jews are there in the world? Where are they?

(About 15,580,000 in the world. Over 10,000,000

in Europe, about 115,000 (1925) in Palestine. About 1,643,000 in New York City, where they form about 29 per cent of the total population. *World Almanac*, 1926, p. 751.)

8. Would Palestine support a large population in addition to those people already living on the land?

Problem: What are some of the possibilities of this land which would make it worth while for some of the Jews to return and make Palestine their homeland?

### I. Location.

1. On the margin of three continents.
2. The "way" between the ancient civilizations of Egypt and Assyria and Babylon. What is the significance of this?
3. Commercial land route between the Mesopotamian region and Egypt.
4. Battle-ground between opposing nations.

### II. Size and population.

1. About 140 miles long.
2. About 60 to 70 miles wide.
3. Area—about 9,000 square miles, or about the size of Vermont.
4. Population—about 755,000, or about twice that of Vermont.

### III. Physical features.

1. Map study to determine relief and drainage features.  
Brigham and McFarlane: *Essentials of Geography—Book II*, p. 346.  
Smith: *Human Geography—Book II*, p. 274.

## IV. Climatic conditions.

1. California-Mediterranean type of climate, with rainy and dry seasons.
2. Rainfall from October to May.

Graph showing rainfall of Jerusalem, Smith: *Human Geography—Book II*, p. 282.

3. Variability in climate due to relief. "The top of Mount Hermon is covered with snow, but in the valley of the Jordan, there are tropical plants."

Spring is a most beautiful time, for in few other lands are there more wild flowers. The Hebrews called this time the "coming of flowers" and one of their poets wrote of the spring:

Lo, the winter is past,  
The rain is over and gone;  
The flowers appear on the earth;  
The time of the singing of birds is come,  
And the voice of the turtle is heard in our land,  
The fig-tree ripeneth her green figs,  
And the vines are in blossom,  
They give forth their fragrance.

—Song of Solomon, chap. 2 : 11-13.

—Mills: *Book of the Ancient World*.

## V. Resemblance to southern California.

1. The coastal plain of Palestine, reaching from Gaza to Haifa, is, in everything except its development, a counterpart of the coastal plain of southern California from San Diego to Santa Barbara.
2. Both have rainless summers.
3. That part of Palestine has a frostless winter; that of California, nearly so.

4. Both summer and winter temperatures of California are slightly lower than those of Palestine.
5. Both permit the growth of semitropical products, and in both the climate makes possible a healthy and attractive life in the open.
6. The valleys of Esdrælon and Jezreel have their counterpart in the valley traversed by the railroad from Los Angeles to San Bernardino.
7. Both have soils of great fertility.
8. The Imperial Valley of California corresponds to the Jordan Valley in Palestine. Both are below sea-level. The Salton Sea is 300 feet below the Pacific Ocean; the Dead Sea is 1,292 feet below the Mediterranean Sea.
9. Both grow crops of high acreage value, like cotton and sugar, and supply the markets of distant cities with early fruits and vegetables.
10. California districts are great producers of oil; the country around the Dead Sea is thought to be rich in this mineral.

#### VI. Agricultural products

#### VII. Mineral resources.

#### VIII. Manufacturing industries utilizing the agricultural and other products.

#### IX. Occupations in ancient times.

The Phœnicians along the coast to the north of Palestine became famous as sailors and traders.

Minor Problem: Why did the Phœnicians become sailors while the Hebrews remained a pastoral and agricultural people?



## X. Geographical contrasts in the coast-lines of Phœnicia and Palestine.

1. Map study to determine differences in relief and in the coast-lines of the two countries, also harbors and seaports.
2. Northward from Mt. Carmel, the mountain ridges extend nearly to the coast, the coast-line is very irregular, and travel overland north and south is difficult.

Submergence in recent times, geologically speaking, is indicated by the following: "Nearly the whole of ancient Tyre now lies buried fathoms deep beneath the surface of the sea, the only thing remaining visible now of the ancient city being an enormous mass of magnificent granite and marble columns and ruins, which lie in the northern harbor, submerged by the sea, but distinctly visible when the water is clear. Thus literally have Tyre's stones and dust been laid in the midst of the water."

—*Smithsonian Report*, 1923.

3. Southward from Mt. Carmel, a narrow coastal plain lies along the shore, the shore-line is smooth and the waters off shore are very shallow, while there are no real natural harbors.

## XI. Reasons for the Phœnicians becoming sailors.

1. The familiarity of the Phœnicians with the sight of the sea.
2. The fact that all roads led to the sea.
3. The inevitable location of the larger towns beside the sea.
4. The almost impassable wall of mountains which shut Phœnicia off from communication with lands to the east.

5. The insufficiency of the land for the inhabitants.
6. The form of the coast-line.

"No Phœnician lad of spirit grew up without longing to visit the market town where his father traded; and every large market town was beside the sea. As the boys and their fathers descended the mountain trails, they soon emerged from the narrow canyons, and followed the tops of the ridges where the sea is ever in sight. No boy could live in Lebanon and not be familiar with the sea. If his village lay deep in a valley, he would surely climb the heights in search of stray sheep, or in boyish love of adventure. There he would look out to the sea, nowhere 20 miles away in a straight line, and rarely more than 12. In half of the villages of Lebanon, the sea is visible from the houses themselves. Its pale blue plain seems to rise up from the land. It ends in a dim horizon, so distant that it ceases to be a sharp line and fades into nothingness. In the Phœnician days, even as now, few of the people of Lebanon ever saw a real sunrise. The sun was high long before it overtopped the mountains. But all men saw the sunset, and every sunset was over the beckoning sea.

—Huntington, *Palestine*.

The History of Palestine as revealed in the story of the Hebrews.

Problem: What was the particular contribution of the Hebrews to the civilization of the world?

## XII. The Hebrews as a pastoral people.

1. The Hebrews were originally men of the Arabian Desert and, before entering Palestine, they dwelt in

the grasslands of Mesopotamia, wandering about with their herds and flocks in search of grass.

2. The migration to Canaan (Palestine) was part of a great movement of peoples from the desert region to the fertile lands near the Mediterranean Sea, where the transition from the wandering life of the desert nomad to the settled life of an agricultural people took place.

### XIII. The story of Abraham and his migration to Palestine.

1. Abraham and his family leave their home east of the Euphrates River, and after crossing the Euphrates, they pass through the desert and cross the Jordan River into Palestine. The word "Hebrew" means one who has crossed the river.
2. Famine drives Abraham and his family to Egypt in search of grain, and other food.
3. They return to Palestine and settle near Bethel. Genesis, chap. 12.

Motion-picture, *Grass*.

### XIV. Life and customs of the Semitic nomad.

"Out on the wide reaches of the desert there are no boundaries; the pasturage is free as air to the first-comer. No man of the tribe owns land; there are no land-holding rich and no landless poor. The men of the desert know no law. The keen-eyed desert marauder looks with envy across the hills dotted with the flocks of the neighboring tribe, which may be his when he has slain the solitary shepherd at the well. But if he does so, he knows that his own family will suffer death or heavy damages, not at the hands of the

State, but at the hands of the slain shepherd's family. This custom, known as "blood revenge," has a restraining influence like that of law. Under such condition there is no State. Writing and records are unknown, industries are practically non-existent, and the desert tribesmen lead a life of complete freedom."—Breasted, *Ancient Times*, 102-103.

XV. The strife between the shepherds of Abraham and those of Lot.

Lot's and Abraham's shepherds quarrel, and they decide to separate, Lot choosing to go down into the valley of the lower Jordan and Abraham a little to the south, near Hebron.—Genesis, chap. 13.

Stereopticon views, illustrating lives of nomads.

XVI. The religion of the nomad.

"Each tribe has a favorite or tribal god, who, as they believe, journeys with them from pasture to pasture, sharing their food and their feasts, and receiving as his due from the tribesmen the firstborn of their flocks and herds. The thoughts of the desert wanderer about the character of such a god are crude and barbarous, and his religious customs are often savage, even leading him to sacrifice his children to appease the angry god. On the other hand, the nomad has a dawning sense of justice and of right, and he feels some obligations of kindness to his fellows, which he believes are the compelling voice of his god. Such visions at last become lofty moral vision, which made the Semites the religious teachers of the civilized world."—Breasted: *Ancient Times*, 104.

XVII. The story of Abraham and his contemplated sacrifice of his son, Isaac.

Genesis, chap. 22: 1-14.

XVIII. Pride of race among nomad tribes.

Abraham sent to Mesopotamia, where some of his kinsmen still lived, for a wife for his son, Isaac. Rebecca, granddaughter of Nahor, a brother of Abraham, was chosen and returned with the steward to become the wife of Isaac.

XIX. The story of Esau and Jacob, sons of Isaac and Rebecca.

1. Jacob, deceiving his father, wins the blessing intended for his older brother, Esau.
2. Fearing the wrath of Esau, Jacob flees to Mesopotamia, where he marries.
3. Returns to Palestine with his wives and twelve children, and is reconciled to his brother.

Genesis, chaps. 27-33.

XX. The Hebrews in Egypt.

1. The story of Joseph, son of Jacob, sold into slavery in Egypt.

Genesis, chaps. 37, 39, 40, 41.

2. Famine leads Jacob to send his ten sons to buy corn in Egypt.
3. The tribe of Jacob invited to come to Egypt, where they settle in the land of Goshen.

Genesis, chaps. 42-47.

4. Enslavement of the Hebrews in Egypt, probably during the reign of Rameses II.

**XXI.** The story of Moses and the exodus from Egypt.  
Exodus, chaps. 1-14.

Mills: *Book of the Ancient World*.

1. The early life of Moses and how he came to lead his people out of Egypt.
2. Life in the Wilderness (the peninsula of Sinai).
3. The giving of the Ten Commandments.
4. The training of the Hebrews for the conquest of Canaan.
5. The death of Moses and the appointment of Joshua to lead the Hebrews into the Promised Land.

Poem—"The Burial of Moses," by Cecil F. Alexander.

Mills: *Book of the Ancient World*, chap. V: 125-128.

Motion-picture—*The Ten Commandments*: Part I.

**XXII.** The conquest of Canaan and the division of the land among the twelve tribes, named after the sons of Jacob.

1. The Canaanites: their homes, cities, and civilization.
2. Neighboring peoples.
  - (a) The Philistines—along the coast to the west.
  - (b) The Phœnicians—along the coast northward from Canaan.
  - (c) The Arameans—to the north, with Damascus as the centre of their kingdom.
  - (d) The Assyrians—to the east.
  - (e) The Egyptians—to the south.
3. Amalgamation of the Hebrews with the Canaanites and neighboring peoples.

Breasted: *Ancient Times*: chap. VII: 197-202.

## XXIII. The Kingdom of Israel (about 1000 B. C.).

## 1. The establishment of the kingdom.

(a) For protection against their enemies and the preservation of their independence, the Hebrews are moved to abandon their tribal form of government, and become a united nation under a king.

(b) Saul anointed to be king.

I Samuel, chaps. 8-10.

## 2. The reign of Saul.

(a) Saul excelled as a leader, loved the old nomad customs, lived in a tent, and had no fixed abode.

(b) At first successful in war, he finally suffers defeat at the hands of the Philistines, and kills himself.

Byron: "Song of Saul before His Last Battle."

(c) Saul's accomplishment.

Saul successfully united the Hebrews into a nation and laid the foundations of the kingdom.

Mills: *Book of the Ancient World*, 131-134.

## 3. The reign of David.

(a) Preliminary incidents.

(1) David, the shepherd lad, anointed to be king.

I Samuel, chap. 16: 1-13.

(2) David summoned to play the harp for King Saul

I Samuel, chap. 16: 14-23.

(3) David slays the Philistine giant, Goliath.

I Samuel, chap. 17.

(4) The friendship between David and Jonathan.

(5) David flees from Saul, who seeks to kill him.

(6) Death of Saul and Jonathan.

(7) David becomes king.

(b) David captures the fortress of Jerusalem, and makes it his headquarters thereafter.

(c) Through his victories on all sides, he establishes an extensive Hebrew kingdom, and has a long and prosperous reign.

(d) David as a poet and musician.

Many of the Psalms are attributed to David. The 23d Psalm, a reflection of the shepherd life of the people, is a good example.

Mills: *Book of the Ancient World*, 134-136.

4. The reign of Solomon, the son of David.

(a) Launches a trading fleet in partnership with Hiram, King of Tyre, traffics in horses, and amasses wealth.

(b) Establishes court famed for its magnificence, and indulges in oriental luxuries.

(c) Becomes famous for his great wisdom.

Many of the Proverbs in the Bible are attributed to Solomon. Proverbs, chap. 10 gives good examples.

(d) The visit of the Queen of Sheba.

II Chronicles, chap. 9: 1-12.

(e) With the assistance of Phœnician workmen, he builds a temple in which to keep the Ark.

A reproduction of Solomon's Temple has been constructed for the Exposition in Philadelphia.

(f) Built royal palace, and constructed fortresses throughout the kingdom.

Mills: *Book of the Ancient World*, 136-138.

XXIV. Division of the Kingdom (about 930 B. C.).

XXV. The Kingdom of Judah contrasted with the Kingdom of Israel.

Breasted: *Ancient Times*, 206-209.



## XXVI. The first Hebrew Literature.

1. Narrative history and the teachings of the prophets.
2. Use of the Phoenician and Aramean alphabets.
3. Writings recorded on papyrus instead of clay tablets.

Breasted: *Ancient Times*, 208-209.

## XXVII. Conquest of the Kingdom of Israel by Assyria (722 B. C.).

The Assyrians first capture Damascus, and then Samaria, and carry off many of the northern Hebrews into captivity.

## XXVIII. The Kingdom of Judah.

1. The invasions by Sennacherib.
  - (a) Hezekiah buys off Sennacherib by sending him a tribute of gold.
  - (b) The army of Sennacherib stricken with the pestilence, which was quite common in the region of the Nile Delta.

Byron: *The Destruction of Sennacherib*.

2. Conquest of the kingdom of Judah by Nebuchadnezzar (586 B. C.).
  - (a) Jerusalem sacked and later destroyed.
  - (b) Nearly all the Hebrews carried off to Babylon as captives.

## XXIX. The Babylonian Captivity.

1. The treatment of the Hebrews during the captivity.

Mills: *Book of the Ancient World*, 151, 152.
2. The compilation of the Old Testament begun.

3. The hopes of the Hebrews and the enlargement of their religious vision.

Breasted: *Ancient Times*, 213-216.

XXX. The coming of the Indo-Europeans.

Byron: *The Vision of Belshazzar*.

1. Cyrus, the Great, conquers Babylon (539 B. C.).
2. The Hebrews allowed to return to Jerusalem, where they rebuild the city to a certain extent, restore the Temple, and form a religious organization with a high priest as their leader.

XXXI. Recapitulation.

1. The transition from the nomadic to the settled life in town and country.
2. The change from the tribal form of government to that of a united kingdom.
3. The change from the conception of many gods to that of one God, who should be the God, not only of the Hebrews, but of all peoples.

XXXII. The contribution of the Hebrews to the civilization of the world. The *Bible*, "The Torch of Civilization."

XXXIII. Conditions in Palestine before the World War.

1. The fellaheen (peasants) lived as they did in the time of the Crusades.
2. They cut the forests from the Judean hills and their goats did not allow a new growth to thrive.
3. Hillside terraces, which had held the soil and mois-

ture around the roots of olive groves and vineyards, fell down and the soil washed away.

4. Crops were moved to market on the backs of camels and donkeys.
5. Bad roads, or no roads at all, kept out the rich and eager tourist.
6. A ridge of shifting sand was an effective wall against a constant tide of travel from the Suez Canal and Cairo.
7. There was no harbor or good landing-place on the Mediterranean.
8. There was no railroad except one short line from Jaffa to Jerusalem.
9. So-called roads were mainly caravan trails.

#### XXXIV. Conditions under Roman rule.

1. "In Roman times, marshes had been drained and aqueducts carried the water from springs to irrigate thirsty fields.

The plains of Sharon and the valley of Esdrælon were then lands flowing with milk and honey. .

2. "Moslem rule ended all the above improvements, and the drained fields became mosquito-infested marshes, driving the farmers to the hills."

#### XXXV. Reasons why resources were untouched before the World War.

1. No attention paid by the government to the things on which progress and civilization depend.
2. The poverty, ignorance, and indolence of the Arab.

#### XXXVI. Improvements wrought as a result of the war and consequent British administration.

### 1. Railroads.

The armies which fought for the possession of Palestine during the war had to have railroads and roads. So the Germans built a railroad from Damascus to Haifa, and a branch line starting near Nazareth runs through the hills to ancient Schechem, now the rich soap-making town of Nablus, where live 200 Samaritans, all that are left of the hosts sent out from Babylon centuries ago. The British constructed a railroad across the plains of Sharon, thus bringing Jerusalem within a night's ride of Port Said and Cairo.

### 2. Roads.

A good road has been built running from Tiberias to Jerusalem, in addition to other roads on the lower lands.

Automobiles are the pest of the camel drivers, as the camels become panic-stricken.

3. Schools have been established, and an effort is being made to educate the people in general.
4. A department of agriculture has been established, and loans extended to the farmers.
5. Goats have been barred from the sides of Mount Carmel, whose rocky slopes are already hidden by young growth of oaks.
6. Eucalyptus trees in large numbers are being planted in swamp lands. These trees, owing to their great capacity for absorbing water, have the effect of drying up and doing away with the swamps, while their wood and oil can be utilized for industrial purposes.
7. Order and justice for all have been established where both were lacking for centuries, while stability and security favor industrial development.
8. Jerusalem is being transformed. New and modern

residence divisions have sprung up. Water is being brought from the well at Hebron as in Roman times.

9. Hydroelectric development, planned to furnish 100,000 horse-power, is taking place around the Sea of Galilee. The river which flows into the Sea of Galilee has a fall of 690 feet in 9 miles, while the Jordan, which flows out of it, has a fall of 550 feet in 2 miles. This development will give cheap power, and cheap and abundant light.

Plan for water-power development on the Dead Sea.  
Smith: *Human Geography, Book II*, 282-283.

### XXXVII. Present-day contrast of Arabic village and Jewish settlement.

Arabic village: Mud hut, one room, usually windowless, houses the family, and goats, donkeys, and dogs. Fields scratched with a crooked stick, grain harvested with a sickle, and threshed by the trampling feet of goats as in the time of Boaz.

Jewish colony: Cleverly planned by European experts. Homes are simple, and small, but modern. Stone dairy barns are constructed, and improved dairy herds from Syria and Europe have been imported. An experiment station is maintained, showing what to plant, and how to cultivate.

Jaffa: Jaffa, with a population of 15,000, has narrow, crooked, unlighted streets, and dirt and disorder prevail.

Tel-aviv: Tel-aviv, new Jewish suburb of Jaffa, has wide, paved streets, pure water for household purposes, sewers, electric lights, costly residences, and business houses.

XXXVIII. Evidences of a change of climate in Palestine. (After Huntington.)

XXXIX. Conclusions as to Jewish settlement and development.

1. Only a small fraction of the Jewish race will live in Palestine. The type of Jew most likely to go there to live would be the persecuted Jew of Russia, Poland, and other European and near-by countries. Jews happily situated in other countries will have very little desire to go there to live, but racial pride, as well as religious and traditional interest in the homeland of their ancestors, will be a powerful influence in forwarding the development of the country and assisting their brethren who care to make their homes in Palestine.
2. The best results in Palestine can be attained through intensive methods. The Jews have established an agricultural college, an experiment station, and an agricultural school where women are taught gardening, bee-keeping, dairying, and poultry-raising, and are given an understanding of farm science and methods needed to make them contented and efficient helpers. Many of the young men in charge of the development are graduates of the University of California. They were sent there to be trained because California conditions are like those of Palestine, and California represents the best in methods of cultivation and co-operation.
3. The irrigated areas in Palestine can be made such a picture of agricultural opulence and rural beauty that

they will be a source of pride to the Jewish race wherever they live. They can create along the shores of the Mediterranean spots that will rival Cannes and Nice. There is an unrivalled opportunity awaiting the wealth, artistic taste, and national pride of the race around the shores of the bay which has Haifa on the south, and Acre on the north. Mount Carmel is the southern background, the Syrian hills the northern, with the blue Mediterranean in front, and the well-watered plain of Esdrælon as the field on which to create a life that will rival the ancient greatness of the country. Sooner or later the homes and gardens around the bay at Haifa will be one of the show places of the world. (Based on Mead's "The New Palestine," *Review of Reviews*.)

4. "Between September 1, 1920, and March 1, 1925, the total number of immigrants into Palestine were 46,225 Jews and 2,027 non-Jews. On June 1, 1925, the Jewish population had increased according to government figures to 115,151.

"The Palestine Foundation Fund in four years, April, 1921, to April, 1925, spent \$8,646,750 in various constructive features for the upbuilding of Palestine; more than 60 per cent was contributed by Jews in the United States. On education was spent \$1,624,695, on the promotion of immigration, \$1,008,190, and on agricultural colonization (forty-three colonies being established, with an experimental station at Tel-Aviv), \$2,570,785. In Tel-Aviv, newly built, near Jaffa, a modern town with a population of 15,000, 70 industries have been established."—*World Almanac*, 1926.

## GRADE IX

## THE UNITED STATES AND ITS WORLD RELATIONSHIPS

History	The United States, 1789-1926.
Geography	The physical, political, and economic geography of the United States.
Civics	Elementary social, political, and economic problems. Projects in citizenship; Current Events; practice in group organizations.

## GENERAL ORGANIZATION

## PART I

## Units.

1. Our Physical Inheritance.  
Natural Resources—Geography.
2. Our Social Inheritance.  
Racial Groups—Population.
3. Our Political Inheritance.  
The Constitution of the United States and Its Development.
4. Our Scientific Inheritance.
  - (a) Invention.
  - (b) Transportation.
  - (c) Communication.
  - (d) Agriculture.
  - (e) Mining.
  - (f) Industry.
5. Our Cultural Inheritance.
  - (a) Literature.
  - (b) Art and Music.
  - (c) Education.



## PART II

## 1. Our World Relationships.

(a) World Geography.

(b) World Industry.

Exchange, Banking, Investments.

(c) World Culture.

"The International Mind."

Students.

Professorial Exchanges.

Science, Art, etc.

International Societies.

History, Philosophy, etc.

(d) World Organization.

Ambassadors, Consuls.

The Hague Tribunal.

The World Court.

The League of Nations.

(e) World Citizenship.

For this year's work the project-problem will be the unit of organization. The fusion ideal more nearly comes into its own when we utilize subject-matter for problem solving. In order to get a well-rounded understanding of any present-day problem we must know the necessary historical background and use our geographical material in some such organization as does Bowman in his recent book on *The New World Problems in Political Geography*. The major subject-matter emphasis in this year's work is in the field of civics. A regular study of newspapers and current-event material will frequently provide the "take-off" for our problems.

### Typical Project-Problems.

1. What are the possible solutions of the Negro or race problem?
2. What should be the attitude of the U. S. toward the A. B. C. alliance?
3. How can we better modern family life?
4. Should our city adopt the Commission plan, the Manager plan, or the Mayor and Council plan of city government?
5. Would it be wise for the United States to join the League of Nations?
6. Resolved, That the Immigration Act of 1923 should be based on the census of 1910 rather than of 1890.

When the problem is at last worded to the satisfaction of the class, it should be printed in large type on cardboard, and kept before the class until the work on that project is complete. This helps to prevent wandering, and keeps the goal ever in view.

Other contemporary social problems would deal with such important questions as the Conservation of our Natural Resources, Labor Disputes, Transportation and Communication, the Drift to the Cities and City Government, Education and Illiteracy, Our Dependencies and Our Relations with Our Neighbors (Canada, Mexico, and South America).

A typical method of procedure in handling one of these project-problems will be found in the following stenographic reports of the first lesson on the Negro or race problem.

### A STENOGRAPHIC REPORT OF THE FIRST LESSON ON THE RACE PROBLEM

Among the many interesting points in the following lesson is the type of question which is asked by the

teacher. He is not concerned primarily with the need for testing the knowledge of the pupils; on the contrary, his questions are framed to demand clear, independent thinking on the part of his pupils. As a result, there is a continuity of thought throughout the lesson, and the unit of recitation is a thought and not an isolated fact.

### SOCIAL SCIENCE<sup>1</sup>

*Chairman:* The meeting will please come to order. Will the secretary please read the minutes of the previous meeting?

"The Citizenship Class was called to order on Wednesday, March 26, 1924, at 8:15 o'clock, the president in the chair. The minutes of the previous meeting were accepted as corrected.

"After some discussion as to whether we should make the subject of 'Political Parties' our new project, Miss Trumbel moved that we reconsider the motion that 'The Race Problem' be our project. It was then discovered that there had been no such motion made. The selection had been made by the process of elimination. Miss Trumbel withdrew her motion. We then voted between 'The Race Problem' and 'Political Parties.' We again chose the former.

"The meeting was turned over to Mr. Hatch to determine the wording of our project. We chose 'What are some possible solutions to our race problem?' from the following two: 'What are the wisest solutions in the handling of our race problem?' and 'How can we best handle the different races in our country?'

<sup>1</sup> Reprinted by permission of Bureau of Publications, Teachers College, New York, from Bulletin *Stenographic Reports of Lessons in all Grades*.

"We then divided the whole problem into three parts:

"I. The Negro.

"II. The Indian.

"III. The Mongolian.

By the process of elimination we chose the negro problem to start with and started in on our organization of the outline.

"The question: 'How do differences in physical characteristics affect our problem?' was left to the class to answer.

"The only absentee was Miss Mays.

"The meeting was adjourned at 9:35 o'clock.

Respectfully submitted,

ELINOR HORMAN, Secretary."

*Chairman*: Are there any additions or corrections? If not, the minutes stand approved as read.

Is there any further business?

*Mr. H.*: All right, young folks, we are off then to-day to take the first step in the organization of our new problem, and I am asking the Secretary to write it on the board here for us. Now, I want right at the very start to read something to you that I found the other day—or that my Junior Class found—when we happened to be reading in this book by General John B. Gordon, *Reminiscences of the Civil War*. General Gordon, you know, was one of Lee's right-hand men, stayed with him from Bull Run to Appomattox. At the very beginning of his book on *Reminiscences of the Civil War*, he has a chapter on the causes of the war, and I want to read just one sentence:

"When the Constitution was adopted and the Union formed, slavery existed in practically all the states; and

it is claimed by the Southern people that its disappearance from the Northern and its development in the Southern States is due to climatic conditions and industrial exigencies rather than to the existence or absence of great moral ideas."

What is he driving at there? I will just throw that to you at the start to-day. We always like to get the geographical background. I am going over that again (reads quotation again). Well, let's have what you think that means.

*Pupil:* That it is not so much the moral side . . . the differences in the North and South concerning slavery that caused those in the North to disapprove of slavery, but it was more climatic conditions, and I think that has a lot to do with it . . . the condition of the soil, the fertility of the soil, and the great spaces that they had in the South made it so fitted that the negroes could work there. I think it is more climatic and physical conditions that caused the objections to slavery in the North rather than any moral ideas.

*Mr. H.:* What would you want to add to that?

*Pupil:* Well, in the South they had these huge plantations and raised cotton, and they had to have a lot of labor to pick the cotton and take care of their places because in that time these things were not done by machinery and they had to have lots of negroes to do this kind of work.

*Mr. H.:* Wouldn't they have that kind of thing in New England?

*Pupil:* Well, they didn't have cotton in New England. They used to have small farms there.

*Mr. H.:* Why didn't they have cotton in New England?

*Pupils:* Because of the climate.

*Mr. H.:* In New England I know one of the greatest crops we produce is stone walls. Some one has said that New England produces "crops of boulders and troubles."

Anything further?

*Pupil:* I think the heat is such in the South that the white man is unable to work and that makes it necessary to have negro labor. I think that is one of the biggest reasons why they had to have slavery there.

*Mr. H.:* All right, I want to go one step further with you. Here, girls, I brought in these atlases this morning. I want you to take one and to turn to map 11 . . . a physical outline map of the United States. Let's study a bit together. Notice your color-scheme in regard to the formation of land here. Note your mountains, and your plateau areas, your coastal plains. As you are looking at that, I want to read a bit from this book. This book is called *American History and Its Geographic Conditions*. Do you see the significance of its title? *American History and Its Geographic Conditions*, by Ellen Churchill Semple. I don't believe you will get this:

"Civilization is at bottom an economic fact, at top an ethical fact. Beneath the economic lie the geographical conditions, and these in the last analysis are factors in the formation of ethical standards."

(Class is intensely interested but makes no response.)

*Mr. H.:* Want to try that again? I'll read it again, and if we don't get it now we will come back to it. "Ethical"—do you know the meaning of that term? What does it mean, Ruth?

*Ruth:* The right and wrong.

*Mr. H.:* The right and wrong of things. Just hold that thought and I'll go on a bit.

"The question of slavery in the United States was primarily a question of climate and soil, a question of rich alluvial valley and fertile coast-land plain, with a warm, moist, enervating climate, versus rough mountain upland and glaciated prairie or coast, with a colder, harsher, but more bracing climate. The morale of the institution, like the right of secession, was long a mooted question, until New England, having discovered the economic unfitness of slave industry for her boulder-strewn soil, took the lead in the crusade against it. The South, by the same token of geographical conditions, but conditions favorable to the plantation system which alone made slave labor profitable, upheld the institution both on economic and moral grounds."

*Mr. H.:* What is the meaning of the word "mooted"? I will lift you there—a long-debated question—like the right to secession.

Now, let's look at our maps. Here is a geography talking to us. Now look at that. You know the Appalachians are the oldest mountain range in the United States; the Rockies over here—they are young mountains in comparison with these great-grandfathers on the Atlantic seaboard. And as you look at that from the point of view of geography, what hits you right in the eye?

*Pupil:* Well, up in New England it looks much more mountainous than it does around Virginia and the Carolinas except in the western side of Virginia. There you bump right into the Appalachian Mountains, but over near the coast it is regular flatland.

*Mr. H.:* What do we call these, geographically speaking, where we have Virginia and the Carolinas?

*Pupils:* Plateaus.

*Mr. H.:* Are those plateaus?

*Pupil:* No, plains.

*Mr. H.:* What kind of plains?

*Pupils:* Coastal plains.

*Mr. H.:* Up here what have we? Now, look at that line.

*Pupil:* Shore line—that's what I'd call it.

*Mr. H.:* I recall that, geologically speaking, we speak of those as "drowned lands." See the significance of that term? What does it mean, Frances?

*Frances:* The land drowned by mountains.

*Mr. H.:* Do we speak of mountains drowning any one.

*Pupils:* No, water.

*Pupil:* Does it mean that once upon a time there were plains out farther and they sunk below sea-level?

*Mr. H.:* That being the case, what would you expect to find?

*Pupil:* Good harbors.

*Mr. H.:* Then, can you tell why coastal plains happen to be down in the South?

*Pupil:* I noticed that there are so many little rivers down there . . . and you find . . . wouldn't they build out the plain?

*Mr. H.:* What do you think of that? Now, will you look at this relief map right here for just a moment, and you will see that fact brought out. Do you see those rivers and how they have been bringing down for years and years sediment or mud from the mountains? Do you recall the name they gave to the Missouri River? Don't you remember they called it "The Muddy Missouri"? I happen to be reading Parkman's *Oregon Trail*, and he said he could take a glass of water and let it settle for



about an hour and there would be a half-inch of mud in the glass. That is, all those rivers are carrying along in their courses this alluvial mud. What kind of land does that make?

*Pupils:* Fertile.

*Mr. H.:* Yes, you would get fertile deposits. Have any of you ever been along the Connecticut River between Hartford and Springfield? What is the nature of the countryside there, Nan?

*Nan:* Well, they grow tobacco. It is rather uninteresting country to ride through—very, very fertile and it is really terribly flat.

*Mr. H.:* I will accept that description with the exception of its being uninteresting, but it is true that those deposits are built up and all those sections are fertile and grow a large crop of tobacco. Now, I have here also one more thing that I want to bring to your attention.

In our old church in New England I distinctly remember that the negroes always used to go up-stairs to the gallery. There weren't slaves then, of course, but just a little bit of a hang-over of that institution. (Reads from *Epochs of American History*, by Reuben Gold Thwaites.)

"Slaves were comparatively few in number, the greater part of them being house and body servants, and they were not harshly treated; travellers have left record of the fact that some of the humbler farmers ate at table with their human chattels. The race was, however, generally despised, and in one of the old churches in Boston is still to be seen the lofty "slaves gallery." Judge Samuel Sewall issued the first public denunciation of slavery in Massachusetts, in a pamphlet issued in 1700, wherein

he denounced "the wicked practice." But the colonists in general saw nothing in the system to shock their moral sense, and it was not until the Revolution that anti-slavery ideas began, in New England, to spread beyond a narrow circle of humanitarians."

*Mr. H.*: Now, I want you to get the idea back of this whole bit of work that we have been doing. Let me read once again this paragraph in this little book, and see if you catch it now. (Reads again quotation from Semple.) What is at top?

*Pupils.* Ethical.

*Mr. H.*: And we said "ethical" meant what?

*Class*: Right and wrong of things.

*Mr. H.*: Distinction between right and wrong. Beneath that what kind of fact lies?

*Class*: Economic.

*Mr. H.*: And underneath that comes what?

*Class*: Geographical conditions.

(Draws outline on board)

Ethical

Economic

Geographical

*Mr. H.*: And here we are referring, of course, to what?

*Class*: New England.

*Mr. H.*: The New England situation. Now, let's get that down on the board where we want it for our class outline. Will you start recording, Secretary?

She has put on here "No. I. Historical Background." Is that what we are after?

*Class*: Geographical Background.

*Mr. H.*: Well just erase the word "historical" and put "geographical." I'll just raise a question here. I have taken fifteen minutes. . . . Is it worth fifteen minutes'

time to stop and get this geographical background? I wonder if it is? I would like to raise this question. Is it worth while?

*Pupil*: I think it is worth while because in the end—rather in the beginning—history depends upon the geographical background . . . because everything that has ever happened depends upon the climate, and everything depends upon geographical background.

*Mr. H.*: Geographical conditions are often causes, you think. Well, I am going to ask you what shall we put here as the essential things. (Refers to outline on board.) Let's get it up here quickly. How best can we put that down in our outline?

*Pupils*: Climate . . . soil.

*Mr. H.*: Let's make definite statements. Don't just throw a word at me.

*Pupil*: Fertile soil and warm climate versus barren soil and cold climate.

*Mr. H.*: Hold that thought for a bit. Is there anything further?

*Pupil*: Mr. Hatch, I wonder if it wouldn't be better to just put climatic conditions and then put those down under sub-topics.

*Mr. H.*: Is it wholly a question of climate?

*Pupil*: Climatic conditions and the soil.

*Mr. H.*: Before you take up then their soil, there is one other thing we went back to get. What do we call that?

*Pupil*: Physical conditions.

*Mr. H.*: Physical conditions . . . physical differences. I like the term, differences, rather than conditions. (Writes on board: (a) Physical Differences.)

And what under that?

*Pupil*: I would put New England.

*Mr. H.* (writes I. New England). And what is typical of New England here?

*Pupil*: Stone walls.

*Mr. H.*: Oh! By the way, there is a beautiful poem by the blind girl, Helen Keller—how many of you know of her? I think you might enjoy reading it. It's a poem about "Stone Walls." I think most of my ancestors must have spent their time building stone walls.

But what did we call these lands?

*Class*: Drowned lands.

*Mr. H.* (writes on board (a) "Drowned Lands"). Some people call this the worn-out and aged Appalachian. Next?

*Pupil*: Rocky soil.

*Mr. H.* (writes on board: (b) rocky soil). Anything else in regard to New England?

*Pupil*: The climate.

*Pupil*: The length of the winters.

*Mr. H.*: Wouldn't that come under Physical Differences?

*Pupils*: Yes.

*Mr. H.*: Then what would you want to take up next?

*Pupil*: The South.

*Mr. H.*: Your Southern differences. Hold on, though. You haven't got it all in there. The drowned lands would make for what?

*Pupils*: Harbors.

*Mr. H.*: Good harbors. Let's get that in here. (Writes on board: (c) good harbors.) I wonder if they had any relationship to the early development of New England?

*Pupil*: On the commerce.

*Mr. H.*: Commerce and manufacturing. What was

one essential difference between the streams of New England and the streams of these coastal plains?

*Pupil:* In New England they had force and they went very swiftly; and in the South they just went along gradually and were very muddy.

*Mr. H.:* Do you see why those rivers in the South would be slow and sluggish, and do you see how all that explains itself? Do you see how that ethical idea gets in on top of that? I hadn't thought of that, but now we get a commercial glimpse also. I am thinking of a man whose son I knew very well, who got out a paper called *The Liberator*. Who was that?

*Pupils:* William Lloyd Garrison.

*Mr. H.:* Well, William Lloyd Garrison was pulled from his shop with a rope around his neck. Who would be so harsh with William Lloyd Garrison because of his views on slavery?

*Pupils:* The Southerners.

*Mr. H.:* You might think of that in the South but you would scarcely believe that that was done right in the city of Boston. Why should Boston be pulling William Lloyd Garrison around the city?

*Pupil:* I am not sure, but I think there would be a good harbor there, and as long as Boston was a commercial city they might bring all the cotton and things there, and it would be more of a trading centre; therefore, Boston would want the cotton shipped there, and wouldn't want the South to manufacture it into cloth.

*Mr. H.:* And anybody who is talking against that institution is going to do what?

*Pupil:* Harm their business.

*Mr. H.:* I remember as a boy being shocked to learn that Faneuil Hall was given to the city of Boston by

Peter Faneuil, and he got the major part of his wealth by trade in slaves. We have to be a little bit careful before we call the kettle black—we folks, who live in New England.

*Pupil*: Didn't you say something about small farms because they did have something to do with the question?

*Mr. H.* (writes on board: (d) small farms). Now, there is a tremendous significance about those stone walls. But we talked about rapid rivers. Let's put that down. (Writes on board: (e) rapid rivers.)

And now the South. (Writes on board: 2. South.) What conditions have you here in the South?

*Pupil*: Fertile fields.

*Mr. H.*: What do we call these? We called the other "drowned lands" . . . what do we call these?

*Pupil*: Coastal plains.

*Mr. H.* (writes on board: (a) coastal plains). Coastal plains are very fertile indeed. You can build that right up, can't you? Can't you people go right on with that yourselves—just build it up as we have begun here? Will you take that as your home work? Organize that whole question of geographical background. That is your work for next time.

What are we after next? No. I is geographical background, what is II?

*Pupils*: Historical background.

*Mr. H.* (writes on board II. Historical Background). We've got to hurry on because our time is about up. This historical background will take us how far back?

*Pupil*: Introduction of slavery.

*Mr. H.* (writes on board: (a) Introduction of Slavery). What is the date of that?

*Pupils:* 1619.

*Mr. H.:* 1619 is a very important date. I am thinking of three reasons why we should know that date.

Perhaps some of you can tell me next time what they are.

*Pupil:* Don't you think we ought to say something about the slaves and how they lived and where they came from?

(Considerable discussion among pupils as to the proper placing in the outline of the characteristics of the slaves. The matter is put to a vote before the class, and the majority favor studying this question under the Introduction of Slavery.)

*Mr. H.:* Make a note of that, please. And now our time is over, but just let me see how many have read anything to-day other than their text-books.

*Pupils* (one after the other): I read *World's Work* . . . Ellsworth . . . Thompson's *United States History* . . . Article in *The Saturday Evening Post* . . . *Encyclopædia Britannica* . . .

*Mr. H.:* Are we clear now in regard to to-morrow's lesson? Then we shall have to go.

## XIX

### THE XIITH YEAR: PROBLEMS IN CITIZENSHIP

"Social, Economic, and Political Principles and Problems" is the course designated by the Committee on History and Education for Citizenship for the XIITH Year.

This should be the crowning year of all our work in the Social Studies. Here, in this senior year we have the right to expect clearer thinking, a more intelligent grasp of subject-matter, the ability to evaluate evidence, and the display of open-mindedness. To be sure, the teacher must be ever on guard against superficiality, snap-judgment, and "the forensic display of ignorant opinion." "The essence of critical thinking," says Dewey, "is suspended judgment," and that should ever be the ideal held up before these young citizens as they study and discuss the many vexing problems of the world in which they live. "The hope of democracy," as Lincoln characteristically phrased it, "is that eventually the people will wobble right." Unanimity of opinion is too much to expect. But if our democracy is to "wobble right" more often than otherwise, we must give our young citizens an opportunity to use and practise it daily in their school life. The only way to gain open-mindedness is to exercise it in class. "The forensic display of ignorant opinion" and the sober expression of intelligent opinion must meet daily in class discussion and fight out their age-old conflict.



These "Present-Day Problems" adapt themselves most naturally and readily to the project method of approach, as, for instance:

1. How has the United States developed its present system of finance?
2. What are the possible solutions of the negro problem?
3. Which of the five types of city government would be best for our city?
4. What are the causes underlying the crime wave and what remedies could best meet the situation to-day?
5. What are some of the suggestions for a fairer distribution of the social income?
6. How did political parties originate in the United States? What do they stand for, and how do they operate?
7. Would it be wise for the United States to join the League of Nations?
8. Should the government of the United States own and operate its own coal-fields? Railroads?
9. What are the arguments for and against government paper money?
10. Should the Eighteenth Amendment to the Constitution of the United States be retained, repealed, or amended?

It would be unwise, in my opinion, to organize "The Problems of Democracy" so that the group would merely study one problem after another, in a more or less hit-or-miss and unrelated fashion, and with little or no background to give the proper perspective. These "problems" fall naturally into groups: social, political, and economic. Some, to be sure, like the race question, contain aspects of all three. For those problems of a political nature the pupils have already obtained considerable background and general relationship through their study of United States history and government the preceding year. This cannot be said, however, for those of a social and economic character, and so this background must

be supplied before the pupils begin the study of cases rising out of them. This, I believe, is particularly true in respect to economic questions.

To be sure there are "Dangers and Difficulties."<sup>1</sup> Several of these have already been pointed out. One must be particularly careful to guard against superficiality. This would be particularly true if one attempted to cover too many of these problems in the course of the year's work. It would be far wiser to take a smaller number, cover essentials, and learn how to attack them independently.

#### THE PROBLEM OF COLLEGE-ENTRANCE EXAMINATIONS

We are desirous of seeing this course raised to the level of other college-entrance subjects. Progressive schools, in line with the recommendations of several national committees, have installed such courses, and some of these schools are already asking the colleges for recognition. The colleges, however, have hesitated, chiefly because of the great difficulty of determining the field for examination purposes. There is no standardized course, and there should not be. It covers no definite field, like *Modern European History*, for example. Each teacher, therefore, is more or less a law unto himself, both as to content and method. A flood of texts with widely different organization and materials have appeared recently, and still there are more to follow.

Under these conditions what can be done to meet the reasonable demands of the colleges? College-entrance examinations might be so arranged that any given group of questions would be based on related problems. For

<sup>1</sup> "Dangers and Difficulties of the Project Method, A Symposium: Kilpatrick, Bagley, Bonser, Hosic, and Hatch." *Teachers College Record*, September, 1921.



ENTRANCE REQUIREMENTS IN SOCIAL SCIENCE<sup>1</sup>

COLUMBIA UNIVERSITY, NEW YORK

Courses in civics or government, in economics, in sociology, and in various combinations of these and other subjects in the field of social science are now given very widely in secondary schools. In a number of cities and states courses of this sort are prescribed.

It was inevitable that the colleges should be asked to recognize the subject-matter of these new courses in partial fulfilment of their requirement for admission. A serious initial difficulty in the way of such recognition lies in the fact that the courses differ so much among themselves. A number of text-books have been written for use in such courses, and these vary greatly in subject-matter and in approach.

In view of these considerations and recognizing the fact that the colleges should take an active interest in this question, a committee made up of members of the staff of Columbia University held a series of conferences extending through several months and drew up a plan which has been adopted by Columbia College. Before the plan was finally submitted it was brought to the attention of a number of groups of secondary school teachers and administrative officers and their criticisms were carefully taken into account. In formulating the plan the Committee has tried to make it sufficiently flexible to allow of the inclusion of the most typical courses now being offered in secondary schools.

A candidate may earn one unit of credit by any one of the following combinations:

<sup>1</sup> For a more complete statement write to the Department of Admissions, Columbia University, New York.

in a complete examination will be in part or perhaps entirely of the old type.

### *Economics*

Place a plus sign (+) in the space at the left of each true statement, and a zero (0) in the space at the left of each false statement.

- .... Were it not for division of labor in its various forms, the problem of prices would not be as important as it is to-day.
- .... Both bonds and stocks are evidence of legal ownership.
- .... Demand for necessities is in general less elastic than the demand for luxuries.
- .... It is to the disadvantage of the workers to have those who have inherited great wealth enter upon productive employment.
- .... Equality in taxation requires that all taxpayers be assessed equal amounts.
- .... All money to be acceptable must have bullion content equal in value to the face value of the money.

### *Government*

- .... The present tendency of the press is to influence the electorate by a careful selection and presentation of facts rather than by the resort to argument based on facts.
- .... Compulsory voting is not at present in operation in the United States.
- .... Congress has enacted a literacy test for immigrants coming to the United States.
- .... In the United States the states are allowed by the U. S. Constitution to establish any qualifications for voting that they may deem desirable.

- .... Although the vote of the minor parties in the United States has seldom been very large, their platforms have frequently called attention to matters which later both parties came to accept.
- .... After a law has been passed by Congress and signed by the President it goes automatically to the Supreme Court, in order that the Court may determine its constitutionality.

### *Sociology*

- .... The decrease in the average size of the American family since 1850 has been due to the increase in infant mortality.
- .... Every Caucasian in the United States to-day is an immigrant or the descendant of an immigrant.
- .... More divorces are granted in the United States than in any other nation in the world.
- .... Racial antagonism is not hereditary but is inculcated through social attitudes passed along by social inheritance.
- .... Usages, customs, manners, and morals have been created by systematic thought, deliberation, and conscious agreement.
- .... Applause and ridicule, praise and blame, taboo and fashion, constitute a social pressure upon individuals which the normal individual feels and is in a great degree controlled by.

### PART III

Select one of the following problems and discuss it from the standpoint of at least two of the following subjects which you have studied: Economics, Government, Sociology.

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### *Economics*

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### PART III

Select one of the following problems and discuss it from the standpoint of at least two of the following subjects which you have studied: Economics, Government, Sociology.



1. How do you account for the rapid growth of cities during the last ten years? What are some of the problems that have arisen because of this growth?

2. Explain: "Within our border we have a race problem more serious than that of any other nation in the world: the negro problem." (Muzzey.) What are the social, political, and economic aspects of this problem?

3. What are the economic, social, and political arguments for the restriction of immigration?

### AN OPEN LETTER

Two years ago there was considerable discussion in regard to continuing in our school the course in modern problems. One of the main reasons for this was that colleges would not accept it as one of the college-entrance subjects. One morning, while this discussion was on, the instructor found the following unsigned letter on his desk:

#### SHOULD THE SENIOR COURSE IN MODERN PROBLEMS BE CONTINUED?

*"The essence of critical thinking is suspended judgment."*

The best way to promote good citizenship is to make a study of nation and world-wide problems. This gives the pupil a background from which the necessary facts may be drawn up and judged. One of the problems confronting the U. S. at present is the large percentage of illiteracy in the country. Yet the uneducated man has an equal vote with the educated, or rather the thinking, man. If the intelligence of the country as a whole were raised to something far above the sixth-grade rating of the present, would it not naturally follow that we would

have a better government? What could be an easier solution than a better education of the youth of the country in the big problems of the day?

This course makes the pupils do their own thinking. They can get facts from books, but their problems are too modern to get the sounder judgment of historians. The newspapers and periodicals cannot always be relied upon. Thus, the student is forced to weigh the arguments pro and con with considerable care. As this is the way that a good citizen decides upon a question, those who are taking this course are getting their training early.

I have taken this course and thoroughly enjoyed it. One of the decided benefits I have derived is the ability to read the papers with more understanding; to be able to have an opinion on a subject and, better still, to be able to back that opinion with facts.

The greatest duty a man, or woman, owes to his country is to be a good citizen. *Not* merely an individual, who automatically pays his taxes and votes, but a man who does some thinking before he casts his vote.

What, you who would discontinue it, could you offer that would be more worth while than the education in world affairs of the future citizens, who will possibly have to settle some of these very matters?

Probably because of our youth (possibly we are right), we, the young men and women, think the last generation has made a poor job in their directing of the world affairs. This sort of course will give the *coming* generation a good start for their turn.

Be fair to us, the coming generation! We who have taken the course know the help it is, and we vote that it be continued.

—A Senior.

## XX

### SELECTED REFERENCE MATERIAL ON CITIZENSHIP AND COURSES OF STUDY

- The Teaching of Community Civics. Bull. No. 23, 1915, U. S. Bureau of Ed. Dept. of Public Documents, Washington, D. C. Price 10c.
- The Reorganization of the Social Studies in the Secondary School. Bull. No. 28, 1916, U. S. Bureau of Ed. Dept. of Public Documents, Washington, D. C. Price 10c.
- Training in Citizenship for Grades I-VI. Harris. Dept. of Ed., Washington, D. C. Price 15c.
- The Teaching of Government. Report of the American Political Science Association. Pub. by The Macmillan Co.
- The Teaching of Civics. Mabel Hill. Houghton Mifflin Co. Editor's Introduction very helpful.
- Pupil's Outlines in Community Civics. (1) City Edition. (2) Town Edition. Price 25c. The Palmer Co., 120 Boylston St., Boston, Mass.
- The Junior Citizen. Activities of the Junior Civic and Industrial League. Pub. by the Board of Education and the Commercial Club, Lincoln, Neb.
- Civic Training Through Service. A. W. Dunn. Teachers' Leaflet No. 8, June, 1920, Dept. of the Interior. Bureau of Ed., Washington, D. C.
- Education for Initiative and Originality. Dr. Thorndike. Teachers College Bulletin, 1919. Price 20c.
- Students' Handbook of Parliamentary Law. Pub. by Frederick Leighton, Oswego, N. Y. Price 20c.
- Reports on the National Council for Teaching the Social Studies. Sec. Edgar Dawson. Hunter College, N. Y. C.
- History Number of School and Home. March, 1922. Published by The Ethical Culture School, New York City. Articles by (1) Dr. Kilpatrick; (2) R. W. Hatch; (3) Prof. Muzzey; (4) Dr. Lewis, and others.
- The Class Room Teacher. Vol. V. History and Citizenship. W. C. Bagley. R. W. Hatch. The Class Room Teacher, Inc., Chicago, Ill.

The 22d Year-Book of the National Society for the Study of Education. 1923. General theme: "The Social Studies." Edited by Prof. Guy M. Whipple. Published by The Public School Publishing Company, Bloomington, Ill.

The Social Science Pamphlets. Essentials in Geography—History—Civics. An experimental series for the Junior High School grades. Published by the authors, Rugg, Rugg, and Schweppe, of the Lincoln School of Teachers College, New York City.

Scouting Education: (1) Handbook of Boy Scouts of America, 200 Fifth Ave., N. Y. C. (2) Handbook of Girl Scouts of America, 189 Lexington Ave., N. Y. C. (3) Report of Conference Boy Scouts of America and in Public Schools: addresses by Dean Russell and others. National Headquarters, 200 Fifth Ave. (4) Scouting in the Public Schools. H. D. Ramsey. Girl Scout Headquarters.

The Teachers College Record. Bureau of Publication, Teachers College, Columbia University. (1) A Measurement Scale in Citizenship. Chassell and Upton, January, 1919. (2) The Speyer Experiment. A School Organized for Citizenship Training. Fretwell, September, 1919. (3) Teaching Modern History by the Project Method: An Experiment. Hatch, November, 1920. (4) Teaching Citizenship in the Grades. Moore, May, 1921. (5) The Social Studies in Development. Shiels, March, 1922. (6) Extra-Curricula Activities in Secondary Schools. Fretwell, January and March, 1923. (7) Education and Public Opinion. Kilpatrick, November, 1923.

Fourth Yearbook of the Department of Superintendence. The Nation at Work on the Public School Curriculum. Dept. of Superintendence of the N. E. A., 1201 16th Street, N. W., Washington, D. C., 1926. See articles: (1) Fundamental Considerations in Curriculum Building, pp. 9-15. (2) Chap. XIII. The Social Studies. Shall the Social Studies Course Be Unified?

Fifth Yearbook of the Department of Superintendence. Chap. XII. Junior High School Social Studies.

Sixth Yearbook of the Department of Superintendence. Part II, Chap. XIII. Research in High School Social Studies.

Research Bulletin of the N. E. A. Vol. III, Nos. 4 and 5, September and November, 1925. Keeping Pace with the Advancing Curriculum. Published by the Research Division of the N. E. A., 1201 16th Street, N. W., Washington, D. C. See report on Social Studies, pp. 150-156.

A Conduct Curriculum for the Kindergarten and First Grade. Directed by Professor of Education Patty Smith Hill and compiled by Agnes Burke, Edith U. Conard, Alice Dalgleish, Edna V. Hughes, Mary E. Rankin, Alice G. Thorn, and Charlotte G. Garrison, Teachers of Kindergarten and First Grade, Horace Mann School, New York. Charles Scribner's Sons, New York.

Permanent Play Materials for Young Children. Introduction by Professor Patty S. Hill. By Charlotte G. Garrison, Horace Mann Kindergarten. Charles Scribner's Sons.

Experimental Curriculum Making in the Social Studies. J. Montgomery Gambrill. McKinley Publishing Co., Philadelphia, Pa.

An Investigation of the Teaching of History in the Schools. Edgar Dawson, secretary of the National Council of the Social Studies. Hunter College, New York.

Training in Citizenship in the Horace Mann School. Written by the teachers of the school. Published by the Bureau of Publications, Teachers College, N. Y.

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Citizenship in School and Out for Elementary Grades I-VI. Dunn and Harris. Published by D. C. Heath & Co.

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- The Elementary School Curriculum. Professor F. C. Bonser, Teachers College. Published by The Macmillan Company.
- The Teaching of History. Professor Henry Johnson of Teachers College. Published by The Macmillan Company.
- Type Studies in Geography. Professor Charles McMurray of Peabody College. Published by The Macmillan Company.
- Making History Graphic. Doctor D. C. Knowlton of the Lincoln School of Teachers College. Published by Charles Scribner's Sons.
- The Influence of Geography on American History. Professor Ellen Churchill Semple. Houghton Mifflin Company.
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- Extra-Curricula Activities. Professor E. K. Fretwell, Teachers College, N. Y. In preparation.
- The American Spirit: A Basis for World Democracy. Monroe and Miller. The World Book Company, Yonkers, N. Y.
- The Common Sense of the Constitution. Southworth. Allyn and Bacon.
- Verse for Patriots. Broadhurst and Rhodes. Lippincott.
- Literature and Living. Lyman and Hill, 3 vols. Charles Scribner's Sons.
- The Teaching of Citizenship in the Grades. Andrews, Cabot, and others. Houghton Mifflin Co.
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- Americanization. Bogardus. University of Southern California Press, Los Angeles.
- We and Our Government. Jenks and Smith. The American Viewpoint Society. Boni & Liveright.
- Visual Education: Teachers Guide. The Keystone View Co., Meadville, Pa.
- Outlines of Responsible Government. Dawson. National Municipal League, 261 Broadway, New York.
- Lessons in Community and National Life. Series A. For the

- Upper Classes of the High School. Series B. For the First Class of the High School and the Upper Grades of the Elementary School. Series C. For the Intermediate Grades of the Elementary School. Judd and Marshall, University of Chicago. Government Printing Office, Washington, D. C.
- History and the Other Social Studies in the Junior High School. Daniel C. Knowlton. Charles Scribner's Sons.
- A Guide to Readings in Civic Education. Olive Thompson. University of California Press, Berkeley, Calif.

The Historical Outlook. Published by the McKinley Publishing Company, Philadelphia, Penn.

1. Reports of the Committee on History and Education for Citizenship. May and June, 1919.
2. The Teaching of Citizenship. Mabel Skinner and others, June, 1919.
3. The Psychological versus the Chronological Order in Teaching History. Gates, June, 1920.
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5. History for History's Sake. H. C. Hill, December, 1921.
6. The Citizenship Number. February, 1922. (1) The study of Civics, Report of Com. of Am. Pol. Sci. Assn. (2) Projects in Citizenship. Hatch.
7. Dramatizations in History. Dever, April, 1922.
8. What Shall We Seek from a History Project? Kilpatrick, June, 1922.
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14. The Second Yearbook of the National Council for the Social Studies. Gambrell's Report on Experimental Courses in the Social Studies. December, 1923, and January, 1924.
15. Adding Vitality to Civics Instruction, February, 1924. Field-Van Kirk-Kinney-Van Bibber.

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16. More Geography in History Classes. Ashton and Heath. March, 1924.
17. Tests for Grades VI, VII, VIII. Penell, March, 1924.
18. Dramatization: Ellis Island. Hurd, March, 1924.
19. Building a Course in the Social Studies for the Junior High School. Knowlton, November, 1924.
20. The Junior High School Course. Knowlton, February. March, April, 1925.
21. Dramatization. Hurd, Knowlton, Harris, May, 1925.
22. Civics: The Focal Point. Calletti, May, 1925.
23. The Tenth Year, Modern European History. Knowlton. February, 1926.
24. The Twelfth Year: Modern Problems. Dawson, Morehouse, Jones, Carrigan, Butler, Howe, Ashley, Burch, Ellwood, Hughes, Towne, Thompson, April, 1926.
25. A Junior High School Civics Club. Ogan, May, 1926.
26. Informal Dramatization. Welsh, May, 1926.
27. Training of Teachers of the Social Studies. Shryock, May, 1926.

## OUTSTANDING COURSES OF STUDY IN THE UNITED STATES HISTORY<sup>1</sup>

COURSE ISSUED BY	TITLE OF COURSE	DATE	GRADES INCLUDED
Baltimore, Md.	Course of Study for Baltimore County Schools.	1921	1-8
Berkeley, Calif.	Course of Study Monographs No. 6, History and Civics.	1922	K-6
Des Moines, Iowa.	Course of Study in History and Civics.	1922	K-8
Detroit, Mich.	Course of Study in Social Science.	1923	1-6
Los Angeles, Calif.	Course of Study.	1924-1925	K-6
Minnesota State.	Curriculum for Elementary Schools.	1923	1-8
North Carolina State.	State Course of Study for Elementary Schools.	1923	1-8
Okmulgee, Okla.	Course of Study and Project Plans.	1922	1-6
Santa Barbara, Calif.	Course of Study in History and Civics.	1921	1-8



## GEOGRAPHY

COURSE ISSUED BY	TITLE OF COURSE	DATE	GRADES INCLUDED
Baltimore, Md.	Geography, History, Arithmetic Course of Study for Baltimore City.	1924	K-6
California State.	Suggested State Course of Study in Geography for the Elementary Schools.	1924	4-6
Little Rock, Ark.	Teachers Manual, Method Book and Course of Study in Geography, History, Civics.	1923	4-6
Los Angeles, Calif.	Course of Study.	1924-1925	3-6
Montana State.	State Course of Study for City Elementary Schools.	1924	1-8
Okmulgee, Okla.	Course of Study and Project Plans.	1922	4-6
Trenton, N. J.	Elementary Course of Study in Geography.	1922	1-6
Western Kentucky State Teachers College, Bowling Green, Ky.	Course of Study for Intermediate Grades.		4-6

## CIVICS

COURSE ISSUED BY	TITLE OF COURSE	DATE	GRADES INCLUDED
Berkeley, Calif.	Course of Study Monographs No. 6, History and Civics.	1922	K-6
Indianapolis, Ind.	Course of Study in American Citizenship.	1922	1-8
Los Angeles, Calif.	Course of Study.	1924-1925	K-6
Minnesota State.	Curriculum for Elementary Schools.	1923	1-8
North Carolina State.	State Course of Study for Elementary Schools.	1923	1-8

<sup>1</sup>As reported by the Bureau of Curriculum Research, Teachers College. Dr. Herbert B. Bruner, Director.

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